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# CATHOLIC SCHOOL

# Journal

## In This Issue:

### **The Visual Aid Program for the Classroom**

*Sister M. Raphael, S.S.J.*

### **The Radio Comes to School**

*David R. Hayes*

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### **The 1952 Convention of the N.C.E.A.**

*Edward A. Fitzpatrick, Ph.D.*

### **The Frolic of the Woodland Folk**

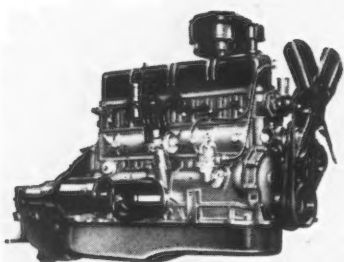
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## AUDIO-VISUAL EDUCATION

This is the annual audio-visual number of your JOURNAL. Dr. Vander Beke's usual evaluation of selected films is replaced this month by an extensive list of recent educational films occupying about five pages beginning on page 5A. Audio-visual aids include not only films, but also radio, television, bulletin-board material, pictures, phonograph records — anything that appeals to eye and ear. See the listings in the table of contents and the many advertisements describing such aids in this and all the regular issues of your JOURNAL.

## THE N.C.E.A. CONVENTION

The editor of the CATHOLIC SCHOOL JOURNAL was at the big convention of the National Catholic Educational Association at Kansas City. His report to you begins on page 166.

## AN EXCELLENT ENTERTAINMENT

For your closing of school program we offer "The Frolic of the Woodland Folk" by Sister M. Patrice, S.D.S. We just couldn't find the space for other plays. You will find this one is an outstanding musical dramatization for all the elementary grades.

## BEWARE OF FRAUDS

The spring and summer months are the chief operating periods for so-called agents who sell subscriptions to magazines and put the money into their own pockets. The CATHOLIC SCHOOL JOURNAL has no agents on the road.

## THE END OF THE YEAR

Before you leave, make out a list of the cleaning, decorating, and renovating chores that should be done during the summer. And order the books, supplies, and equipment you will need for the coming year. Then you can really enjoy your vacation.

# The CATHOLIC SCHOOL JOURNAL

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Number 5

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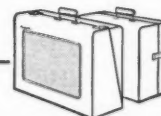
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# SOME 1951 EDUCATIONAL FILMS

*George E. Vander Beke, Ph.D.\**

## LIST OF SOURCES

The description of each film indicates its source by one of the following abbreviations or catchwords. For reference these are listed below in **Bold Face Type**, each followed by the complete name and address of the producer or distributor:

**Academy** — Academy Films, Box 3088, Hollywood, Calif.  
**Aetna** — Aetna Life Affiliated Companies, Public Education Dept., 151 Farmington Ave., Hartford 15, Conn. (Contact local agents of Aetna).  
**AFFlm** — A. F. Films, Inc., Rm. 1001, 1600 Broadway, New York 19, N. Y.  
**AirFrance** — Air France, 683 Fifth Ave., New York 22, N. Y.  
**AlleghenyLudlum** — Allegheny Ludlum Steel Corp., 2020 Oliver Bldg., Pittsburgh 22, Pa.  
**AlmanacFilms** — Almanac Films, 516 Fifth Ave., New York 18, N. Y.  
**AmButterInst** — American Butter Inst., 110 No. Franklin St., Chicago 6, Ill.  
**AmNatLivestock** — American National Livestock Assn., Public Relations, Press Building, Sheridan, Wyo.  
**Anderson&Co,Robt** — Robt. J. Anderson & Co., 9243 Penrod Ave., Detroit 28, Mich.  
**Anti-DefLeague** — Anti-Defamation League, 212 Fifth Ave., New York, N. Y.  
**ArtistsFilmsInc** — Artists Films, Inc., 8 West 45th St., New York 17, N. Y.  
**AssnFim** — Association Films, Inc. (formerly YMCA Motion Picture Bureau), 35 West 45th St., New York 19, N. Y.  
**AT&T** — American Telephone & Telegraph Company, 195 Broadway, New York 7, N. Y.  
**AustinProd** — Austin Productions, P. O. Box 713, Lima, Ohio  
**BIS** — British Information Services, 30 Rockefeller Plaza, New York 20, N. Y.  
**Bailey** — Bailey Films, Inc., 2044 N. Berendo St., Hollywood 27, Calif.  
**Baptista** — C. O. Baptista Films, Sunnyside Ave., Wheaton, Ill.  
**Barr** — Arthur Barr Productions, 6211 Arroyo Glen, Los Angeles 42, Calif.; 1265 Bresee Ave., Pasadena 7, Calif.  
**Bouchard** — Thomas Bouchard, 80 West 40th St., New York 18, N. Y.  
**Brand** — Paul L. Brand & Son, 2153 K St., N. W., Washington, D. C.  
**Brandon** — Brandon Films, Inc., 1700 Broadway, New York 19, N. Y.  
**Bray** — Bray Studios, Inc., 729 Seventh Ave., New York 17, N. Y.  
**Burnford,Paul** — Paul Burnford Film Productions, 1431 Warner Ave., Los Angeles 24, Calif.

The film titles presented herewith are some 1951 issues of school movies. This list should be used with those published in 1947, 1948, 1949, and 1950. You will then have a fine reference file of films issued during the past five years. The sources used for the compilation included producers' and distributors' catalogues, aids, the "Educational Film Guide" published by the H. W. Wilson Co., 950-972 University Avenue, New York 52, N. Y. The abbreviations used are those of the above reference book.

**CalifU-FilmSalesDept** — Univ. of California University Extension, Visual Dept., 2272 Union St., Berkeley, Calif.  
**CanNFB** — National Film Board of Canada, Suite 2307, RKO Bldg., 1270 Ave. of the Americas, New York 20; 400 W. Madison St., Chicago 6, Ill.  
**CanPacRy** — Canadian National Railways, Motion Picture Library, 630 Fifth Ave., New York 20, N. Y.  
**CanticleFilms** — Canticle Films, 262 S. Robertson Blvd., Beverly Hills, Calif.  
**Case** — J. I. Case Company, 700 State St., Racine, Wis.  
**Caterpillar** — Caterpillar Tractor Co., Peoria 8, Ill.  
**Cathedral** — Cathedral Films, 140 North Hollywood Way, Burbank, Calif.  
**CatholicVisEd** — Catholic Visual Education, Inc., 15 Barclay St., New York 7, N. Y.  
**ChinaFim** — China Film Enterprises of America, Inc., 15 Barclay St., New York 18, N. Y.  
**Church-Craft** — Church-Craft Pictures, Inc., 3312 Lindell Blvd., St. Louis 3, Mo.  
**Cinema16** — Cinema 16, 59 Park Ave., New York 16, N. Y.  
**CommChest** — Community Chests and Councils of America, Inc., 155 East 44th St., New York 17, N. Y.  
**Coors** — Adolph Coors Co., Golden, Colo.  
**Coronet** — Coronet Instructional Films, 65 E. South Water St., Chicago 1, Ill.  
**CourneyaProd** — Courneya Productions, 1566 North Gordon St., Hollywood 28, Calif.  
**Davis,Sid** — Sid Davis Productions, 5608 Clemson St., Los Angeles 15, Calif.  
**DuPont** — E. I. du Pont de Nemours Co., Motion Picture Distribution, Wilmington 28, Del.  
**EBF** — Encyclopaedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill.  
**EdFimLibAssn** — Educational Film Library Assn., 1600 Broadway, New York 19, N. Y.  
**Elliott** — Elliott Film Co., 1110 Nicolett Ave., Minneapolis 3, Minn.  
**FamilyFim** — Family Films, Inc., 6047 Hollywood Blvd., Hollywood 28, Calif.  
**FilmsOfNations** — Films of the Nations, Inc., 62 West 45th St., New York 19, N. Y.  
**Ford** — Ford Motor Co., Film Library, 3000 Schaefer Road, Dearborn, Mich.  
**Frith** — Frith Films, 840 Seward St., Hollywood Calif.  
**Gateway** — Gateway Productions, 40 Fremont St., San Francisco 5, Calif.  
**GenMotors-Photo** — General Motors Corp., Photographic Dept. 485 West Milwaukee, Detroit 2, Mich.  
**GeophysicalServiceInc** — Geophysical Service, Inc., 6000 Lemmon Ave., Dallas 9, Tex.  
**GirlScouts** — Girl Scouts of the U. S. A., 155 East 44th St., New York 17, N. Y.  
**GraceFilms** — Grace Films, 1572 Grandview Ave., Glendale 1, Calif.  
**Hack** — Herman Hack Productions, 535 North Laurel Ave., Los Angeles 48, Calif.  
**Hoefler** — Paul Hoefler Productions, 612½ S. Ridgeley Dr., Los Angeles 36, Calif.  
**HooverComm** — Citizens Commission for the Hoover Report, 15 West 46th St., New York 19, N. Y.  
**HuntingtonLabInc** — Huntington Laboratories, Inc., 900-970 E. Tyson St., Huntington, Ind.  
**IndiaInf** — India Information Services, 2107 Massachusetts Ave., N. W., Washington 8, D. C.  
**IndU** — Indiana University Extension Division, Bureau of Audio-Visual Aids, Bloomington, Ind.  
**IntFimBur** — International Film Bureau, Inc., 6 N. Michigan Ave., Chicago 2, Ill.  
**IntFimEd** — International Film Foundation, Inc., 1600 Broadway, New York 19, N. Y.  
**IntRel&EdFilms** — International Religious and Educational Films, 5864 Hollywood Blvd., Hollywood 28, Calif.  
**IowaStU** — State University of Iowa, Bureau of Visual Instruction, Extension Div., Iowa City, Iowa.  
**Johns-Manville** — Johns-Manville, 22 East 40th St., New York 16, N. Y.  
**Kruse,Chas** — Charles C. Kruse, Glen Cove, Pawaukee 3, Wis.  
**LawrenceCamera** — Lawrence Camera Shop, Audio-Visual Dept., 149 North Broadway, Wichita 1, Kans.  
**MarchOfTime** — March of Time Forum Films, 369 Lexington Ave., New York 17, N. Y.  
**MarketForgeCo** — Market Forge Co., Everett, Mass.

\*Editorial Consultant for Visual Aids.

(Continued on page 6A)

## Audio-Visual Aids

(Continued from page 5A)

**MayoFlms**—Mayo Films, 400 Madison Ave., New York, N. Y.

**McGraw-Hill**—McGraw-Hill Book Co., Text-Film Dept., 330 W. 42nd St., New York 18, N. Y.

**MichDptConsv**—Michigan Dept of Conservation, Division of Education, Lansing 13, Mich.

**MichU**—Audio-Visual Education Center, University of Michigan, Ann Arbor, Mich.

**MinnU**—Audio-Visual Extension Service, University of Minnesota, Minneapolis, Minn.

**ModernTP**—Modern Talking Picture Service, Inc., 10 Rockefeller Plaza, New York 20, N. Y.

**MoviesUSA**—Movies U.S.A., 729 Seventh Ave., New York 19, N. Y.

**MuseumofModArt**—Museum of Modern Art Film Library, 11 West 53rd St., New York 19, N. Y.

**Nash-Kelvinator**—Nash-Kelvinator Corp., Kelvinator Div., Film Section, 14250 Plymouth Rd., Detroit 32, Mich.

**NatAssnMfgs**—National Association of Manufacturers, 14 West 49th St., New York 20, N. Y.

**NatAssnMentalHealth**—National Association of Mental Health, 1790 Broadway, New York 19, N. Y.

**NatEdAssn—Rural**—National Education Assn., Dept. of Rural Education, 1201 16th St., N.W., Washington 6, D. C.

**NatMusicCamp**—National Music Camp, 303 South State St., Ann Arbor, Mich.

**NatTB**—National Tuberculosis Assn., 1790 Broadway, New York 19, N. Y.

**NorthCarolinaU**—University Extension Div., University of North Carolina, Chapel Hill, N. C.

**NYStDptComm**—New York State Dept. of Commerce, Film Library, 40 Howard St., Albany 1, N. Y.

**NYStDpt**—New York State Dept. of Health, Film Library Supervisor, 18 Dove St., Albany 6, N. Y.

**NYU**—New York University Film Library, 26 Washington Place, New York 3, N. Y.

**Official**—Official Films, Inc., 25 West 45th St., New York 19, N. Y.

**OilIndInfComm**—Oil Industry Information Committee, 50 West 50th St., New York 20, N. Y.

**Ott**—John Ott Pictures, Inc., 730 Elm St., Winnetka, Ill.

**PanAmUnion**—Pan American Union, Washington 6, D. C.

**Perry-Mansfield**—Perry-Mansfield School of the Theatre and Dance, 135 Corona Ave., Pelham 65, N. Y.

**PictosoundProd**—Pictosound Productions, 4010 Lindell Blvd., St. Louis 8, Mo.

**PrincetonFimCtr**—Princeton Film Center, 55 Mountain Ave., Princeton, N. J.; 625 Madison Ave., New York 22, N. Y.

**Progressive**—Progressive Pictures, 6351 Thornhill Drive, Oakland 11, Calif.

**QueTour&Pub-Bur**—Quebec Tourist & Publicity Bureau, 48 Rockefeller Plaza, New York 20, N. Y.

**ReligiousFimAssn**—Religious Film Assn., Inc., 45 Astor Pl., New York 3, N. Y.

**RemingtonArmsCo**—Remington Arms Co., 939 Barnum Ave., Bridgeport, Conn.

**Republic**—Republic Pictures Corp., 16mm Div., 630 9th Ave., New York 19, N. Y.

**RiethofProd**—Riethof Productions, 112 West 48th St., New York, N. Y.

**Simmel-Meservey**—Simmel-Meservey, 321 S. Beverly Drive, Beverly Hills, Calif.

**Socony-Vacuum**—Socony-Vacuum Industrial Relations Dept., 26 Broadway, New York 4, N. Y.

**Sterling**—Sterling Films, Inc., 316 West 57th St., New York 19, N. Y.

**Sturgis-Grant**—Sturgis-Grant Productions, Inc., 314 East 46th St., New York 17, N. Y.

**TFC**—Teaching Film Custodians, Inc., 25 West 43rd St., New York 10, N. Y.

**Tompkins**—Tompkins Films, 1046 West Edgeware Rd., Los Angeles 26, Calif.

**UNFimDiv**—United Nations, Films & Visual Information Div., Lake Success, N. Y.

**UnionFilms**—Union Films, 111 W. 88th St., New York 24, N. Y.

**UnitedWorld-Castle**—United World Films, Inc., Producers of Castle Films, 1445 Park Ave., New York 29, N. Y.

(Continued on page 8A)

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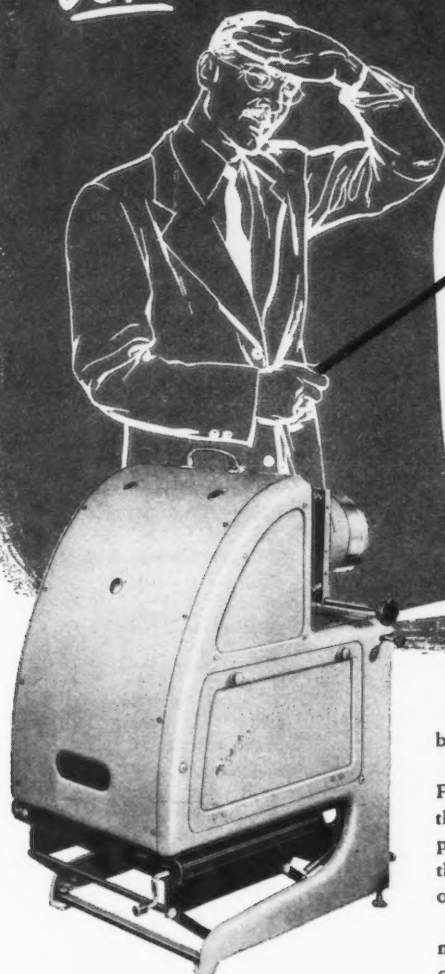
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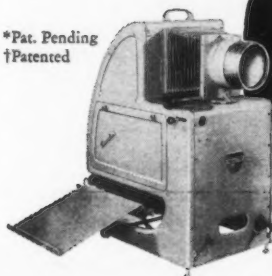
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(Continued from page 6A)

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**USBurMines** — U. S. Bureau of Mines, Graphic Services Section, 4800 Forbes St., Pittsburgh 13, Pa.

**USGypsumCo** — U. S. Gypsum Co., Publications Dept., 300 West Adams St., Chicago 6, Ill.

**USIndianServ** — Education Film Laboratory,

Office of Indian Affairs, U. S. Indian School, Santa Fe, N. Mex.

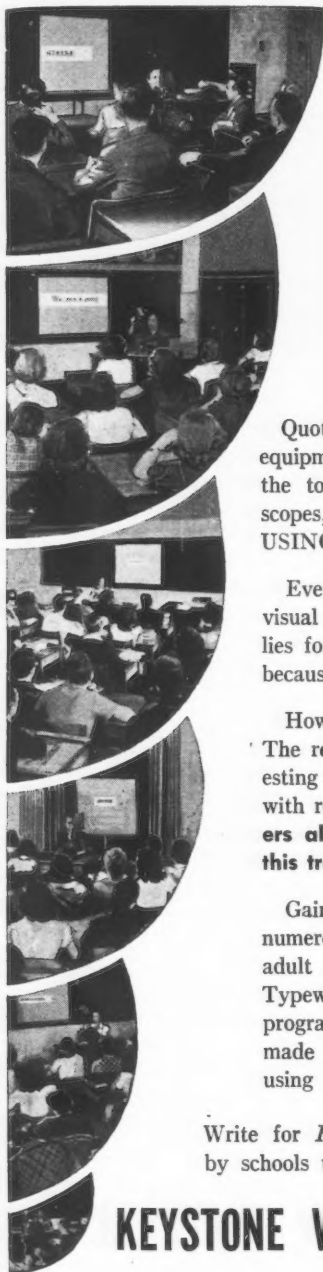
**USRubber** — U. S. Rubber Co., Advertising Dept., 1230 Sixth Ave., New York 20, N. Y.

**UW-Castle** — United World Films, Inc., Producers of Castle Films, 1445 Park Ave., New York 29, N. Y.

**UW-Educ** — United World Films, Educational Films Dept., 1445 Park Ave., New York 29, N. Y.

**UWF** — United World Films, Inc., 1445 Park Ave., New York 29, N. Y.

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**West Coast Lumbermen's Assn** — 1410 S.W. Morrison St., Portland 5, Ore.

**WildLifeFlms** — Wild Life Films, 6063 Sunset Blvd., Hollywood 28, Calif.

**WisU** — University of Wisconsin, Bureau of Visual Instruction, University Extension Division, 1312 W. Johnston St., Madison 6, Wis.

**WorkersEdBur** — Workers Education Bureau, American Federation of Labor, 724 Ninth St., N.W., Washington 1, D. C.

**WorldinColor** — World in Color Productions, 108 W. Church St., Elmira, N. Y.

**YoungAmerica** — Young America Films, Inc., 18 E. 41st St., New York 17, N. Y.

**YugoslavInfCtr** — Yugoslav Information Center, 816 Fifth Ave., New York 21, N. Y.

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(Continued on page 163)

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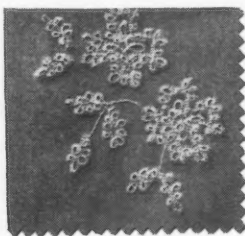
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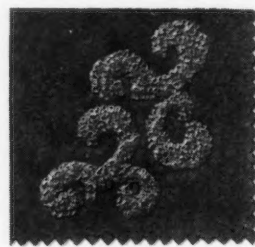
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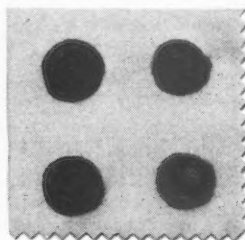
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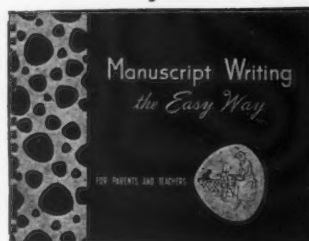
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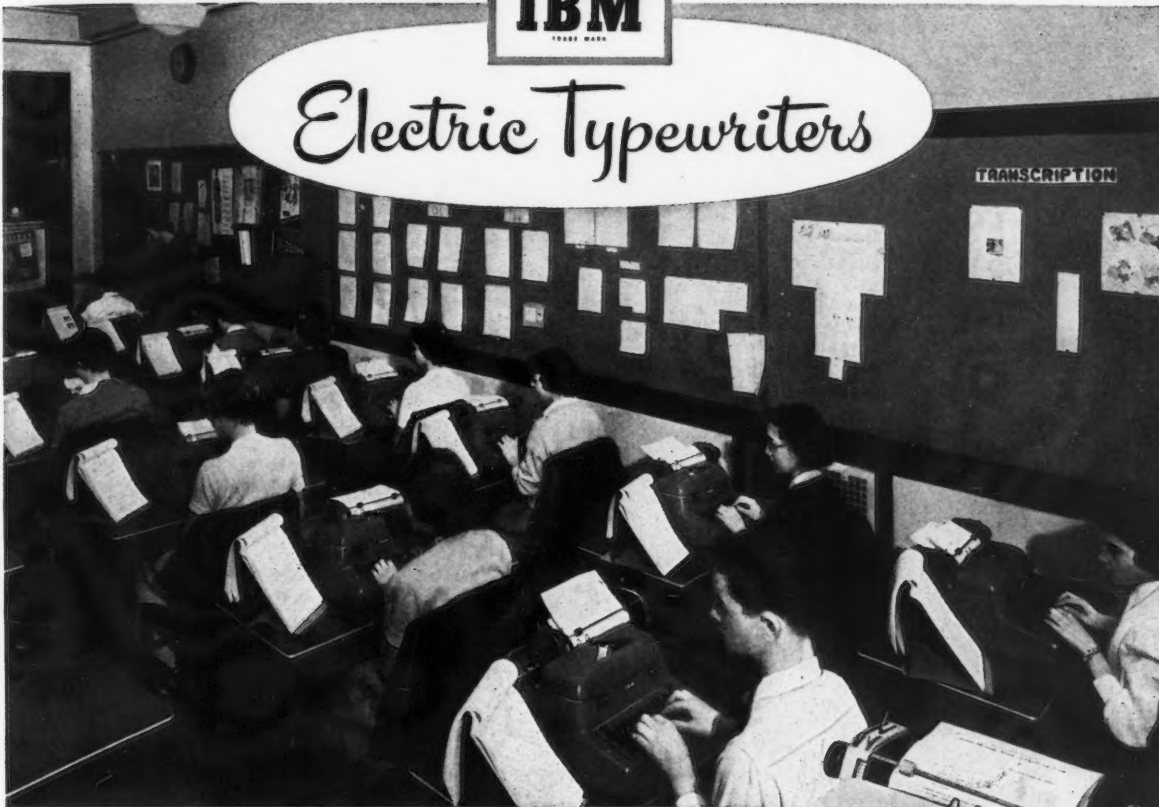
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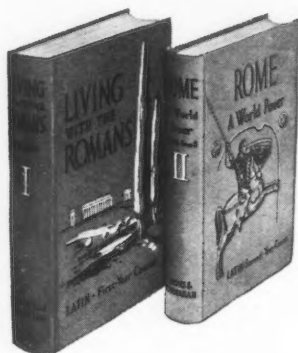
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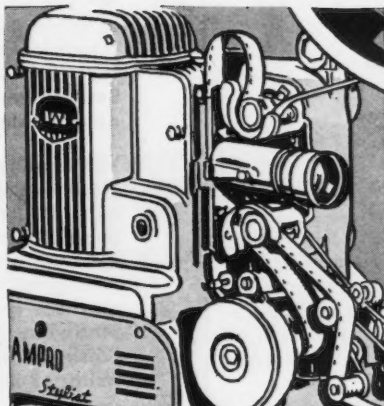


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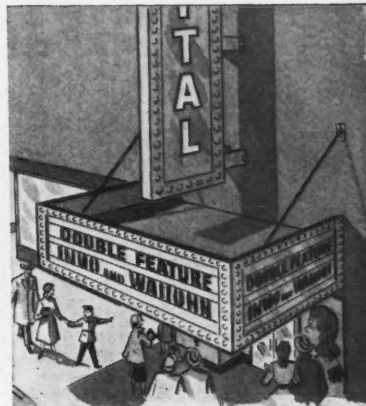
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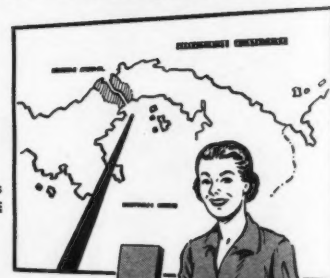
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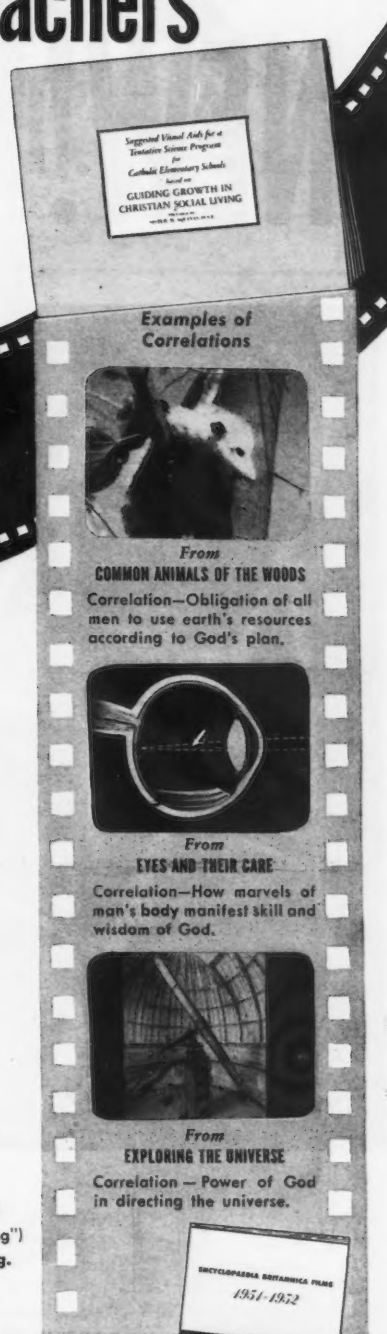
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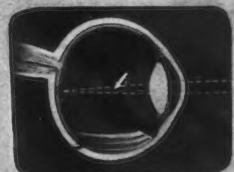
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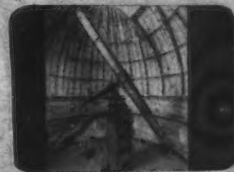
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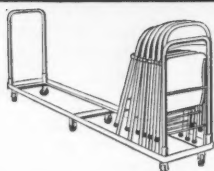
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# The CATHOLIC SCHOOL JOURNAL

Vol. 52

MAY, 1952

No. 5

## Look, Listen, Learn

### The Visual Aid Program for the Classroom

Sister M. Raphael, S.S.J.\*

**W**ANT me to prove it? Come on over here and I'll *show* you! Doesn't that have a familiar ring? Not all of our students are from Missouri, but all of them, definitely *all* of them, want to be *shown*. To *prove* our point we have to show them. Audio-visual aids is the answer.

Within the past few years, the use of audio-visual aids in the classroom has grown by leaps and bounds. In fact, there seems to be no limit to the kinds and types of material available for classroom use, from the primary grades through the college years.

Let's take the *audio* part of this teaching aid. Perhaps all too few of us have remained loyal to the ever alert and always present educational radio program. In this sweep of new things which is descending upon us, we must not forget the great value of the educational radio programs which are ours at the flip of a switch and the turn of a dial. Many of these programs are available during school hours over FM stations, which cater primarily to education and culture. Others, which constitute "out of school listening," are listed here and there across the board every night of the radio week. What could be more uplifting, more captivating, or more cultural than Cavalcade of America, Firestone, the Telephone Hour, U. S. Steel Theater, Railroad Hour, or Lux Theater? This is to mention but a few. How many times during language arts, social studies, or science, have enthusiastic voices been raised: "Last night on the radio I heard a *real* story about —." Sure it's real to the listener! That's why programs such as those mentioned above are a success: they make their characters *real*. They live, breathe, and perform their heroics, through the medium of voice, music, and sound, using them so expertly as to imprint vivid,

active pictures on the imagination of that vast invisible audience.<sup>1</sup>

#### Radio Recordings

Then there are the recordings. Closely connected with such radio programs as we have just mentioned here is an industry which is again flourishing and adding to its breadth of material stories, dramatizations, poetry, and musicales on 78, 45, 33 r.p.m. disks.

A great many schools and nearly all homes are equipped with this type of record player today. The supply of subject matter is almost unlimited. All grade levels are well represented and the interest of pupils never wanes. Try an album of Tom Sawyer, Gulliver's Travels, or Dickens' Christmas Carol on a seventh- or eighth-grade group. Watch the word pictures flash across those vivid imaginations. Help to inculcate by *listening* a love for good speech, the importance of clear articulation and expression, and the power of the spoken word. We must realize one great advantage of a *listening* program. It is invaluable in developing the imagination. It makes the listener do just that. By means of carefully chosen and well-executed sound effects, the spoken word and descriptive music, giants, elephants, Superman and Gang Busters, evil witches, good fairies and the Littlest Angel alternately stamp, swoop, or flutter across that screen of imagination which is the foundation of our world of speech and writing. Let us neither neglect nor underrate our *audio* aids which are still with us and will remain with us.

#### Moving Pictures

Now to the audio-visual aid. We think primarily when we use the term audio-

visual, of a picture on a screen, whether it be a film-strip picture, a 2 by 2 slide, or a 16mm. motion picture film, accompanied by a spoken explanation by a teacher, a record player, or a sound-movie box. The fact that schools and colleges all over our country have introduced and are developing visual-aid programs on every grade level is a proof of effective experimentation.

Speaking in terms of the elementary and secondary school curriculum, our audio-visual aids program scope is wide. Its subjects are varied: fairy tales, folk lore, all the facets of the language arts, mathematics, science, social studies, and last but certainly not least, religion, are constantly being developed and improved to a more perfect degree.

The 35mm. film strip machine offers a wealth of material on film strips and 2 by 2 slides that covers every possible or probable approach to curriculum subjects. The 16mm. motion picture films with sound offer almost as many possibilities, but of course at a higher rate either for rental or for buying reels outright.

There is always the question of financing equipment in building up a visual aid library. The initial output, as with all beginnings, must be laid on the line in order to procure the machines, but they soon pay for themselves in profitable use. As to the reels, or film strips used, there are so many reasonable and workable rental offers from various concerns that it is entirely possible for a school to have an active and thorough visual aids program, using dozens of film strips and movie reels, yet never owning one!

To be able to build up a visual aid library is, of course, the ideal situation, and because it can be done slowly, with a minimum output in dollars and cents each year, it is very possible in normal school situations.

A visual aids program, like all other

\*Mt. St. Joseph School, 18 Agassiz Circle, Buffalo 14, N. Y.

<sup>1</sup>We suggest calling your local radio and television station for information concerning educational programs. Incidentally, this gives you an opportunity to make suggestions on *more* and *better* public service programs.

things, has its advantages and disadvantages. How we as teachers use these aids, determines, of course, on which side the scale will be weighted. Our obligation is to remember at all times that the great value of these films, pictures, etc., lies not in the twenty, forty, or fifty minutes when pictures are being flashed on the screen; or when a lovely scene in technicolor is being imprinted on our minds; nor in the developing story which we hear from the characters involved. That twenty, forty, or fifty minutes of film strip or movie film is to the average pupil entertainment, pure and simple. Educational entertainment, we may maintain, but entertainment, none the less. It is *before* and *after* the screen is used that the teacher's work is done. She must prepare that film; she must *know* every possible bit of information contained in it; she must be alert to any questions that could be asked on it, and she must be ready with counter questions, and plenty of them!

### Aid to All Learning

Each film strip, slide, or movie film we use can be incorporated into practically every subject of the curriculum. Name any you wish, in any teaching field. Primarily it belongs to the subject under which it is catalogued. Once having been shown, it can lead to discussions on religion, social studies, language arts, dramatics, science, *et al.* The same vehicle can be used and lead to discussions on perhaps four to six different grade levels, each group getting as much help and information as its age and grade level will permit. The alert teacher, using a film with this far-range view, will bring life and brilliance to class discussions; awaken and develop a desire for further reading in school and out; develop the *listening* and *looking* attitudes of her pupils, and evolve the wholesome and beneficial carry-over which makes for a well-rounded course of study.

The preparation and discussion period, spreading through the various channels of study, is the only remedy for the dangerous pitfall of using films and slides simply as a filler, or a busy period. This use as a time filler is *worse* than no use at all, for it leads to those evil genii: dullness of imagination, lazy reading, and a state of general apathy each time a film is used. With such a powerful teaching medium at hand to make people and places live right before our eyes and ears, what lack of ingenuity and initiative it would be not to use it to the utmost!

### Television

We have at hand, too, our latest and still growing audio visual aid, television. Television, as we know it today, is the miracle of modern science. It has advanced with giant steps in the past ten years, but, as we all know, too, it has a long, long trail ahead before it can be considered educationally, culturally, or even recreationally sound. A leading radio artist stated one



— Erika Eid, Erlanger, Germany

day (before he capitulated to TV himself) that "vaudeville died 25 years ago, and TV was the box in which it was buried!" In the opinion of many a TV viewer he wasn't far from wrong, for TV programs of real worth are as yet few and far between. However, we must not condemn a project on its beginnings. TV programming is an expensive proposition. Given time, the experts will be able to finance the business end of programming so that public service educational programs will bring phonics, fractions, Figaro, and philosophy walking into our classrooms, from kindergarten to senior high school. With this ahead of us we can firmly believe that TV can and will stimulate interest in good reading on all levels. Until that time, and even when it comes, let us use every available audio-visual aid as often, as well, as originally, as expertly, as professionally as we possibly can.

### Train a Teacher

The obligations of a teacher, as we know only too well, are manifold, and each new device or development in educational fields adds to these obligations. In this field of audio-visual aids some *one* in each school will have to shoulder another responsibility (too many cooks will make a hodgepodge)—i.e., (1) choosing the right machines and having a working knowledge of their mechanisms; (2) selecting, previewing, renting, or buying the film strips, slides, or films, which would be adapted *best* to the school setup (here she should have an advisory committee of two or three); (3) filing and cataloguing the material so that it will be available at any moment of the all too short school day; (4) making herself available as a walking catalog, with a word of advice here and there to teachers looking

for the right film for the right time; (5) keeping abreast of new companies, all available free materials, and new advancements in materials; (6) using her knowledge, her interest, and enthusiasm to sell the visual aids program to kindergarten and senior high school alike.

This is a great responsibility. It is more work. All things which hope to bring forth worth-while results demand effort, and a well-planned, carefully used visual aid program will bring noticeable, encouraging results to teachers.

What teacher can spurn the balm of a little encouragement? Let us carry on the good work of the pioneers in the field of visual aids. Let us build on their experiences. Let our visual aids programs help to save valuable school time—help to make our classes vivid, thorough, and alive—help to imbue our students with a desire for further and better reading—help to increase memory power—and help to make the learning process less painful and more effective!

We append here a very incomplete but valuable list of sources of visual aid materials. We urge each of you to write for catalogs, become acquainted—and you're on the way. You'll soon look, listen, and learn!

### SOURCES:

Audio Devices, Inc., 444 Madison Ave., New York City (Renner Motion Picture Service, 539 Genesee St., Buffalo, distributors).

Audio-Visual Division, Popular Science Pub. Co., 353 Fourth Ave., New York 10, N. Y.

Britannica Junior Filmstrips, Britannica Encyclopaedia Corp., Chicago, Ill.

Buchan Pictures—16mm. sound, 79 Allen St., Buffalo 2, N. Y.

Buffalo Museum of Science, Humboldt Pkwy., Buffalo 11, N. Y.

Catechetical Guild, 47 E. 5th St., St. Paul, Minn.

Catholic Visual Education, Inc., New York City.

Coronet Films, Coronet Bldg., Chicago 1, Ill.

Curriculum Films Encyclopedia, 10 E. 40th St., New York 16, N. Y. (Bacon & Vincent Co., Inc., 1 Ellicott St., Buffalo, distributors.)

Ideal Pictures, 65 E. South Water St., Chicago 1, Ill. (1558 Main St., Buffalo 8, N. Y., distributors.)

Informative Classroom Pictures and Filmstrips, Informative Classroom Picture Publishers, Grand Rapids, Mich.

The Jam Handy Organization, 1821 E. Grand Blvd., Detroit 11, Mich. (Bacon & Vincent, Buffalo, distributors.)

Pictorial Events, 597 Fifth Ave., New York 17, N. Y.

Religious Educator, Mont La Salle, Napa, Calif.

Republic Pictures Corp., 1776 Broadway, New York, N. Y.

Rev. Joseph Caccia, 443 E. 135th St., New York City.

Society for Visual Ed., Inc., 1345 W. Diversey Pkwy., Chicago 14, Ill. (Bacon & Vincent, Buffalo, distributors.)

Society for Visual Ed., Inc. Film strips and 2 by 2 color slides, for use in Catholic education. (Bacon & Vincent, distributors.)



# SKILL IN QUESTIONING

Brother Henry C. Ringkamp, S.M.\*

THE question is the prevailing type of pupil-teacher classroom activity, and is fundamental to any concept of learning.<sup>1</sup> Convinced of the truth of this statement, and as a follow-up to the general check list which appeared in a previous article,<sup>2</sup> I am concerned here with the specific phase of teaching which I call, Skill in Questioning.

The check list on the question covers a special phase of classroom instruction, and therefore of supervision. Skill in questioning is most vital, since teaching has much of the "give and take," the stimulation-response reaction, and should be a matter of real concern to both teacher and supervisor. Once visual aids, including television, take their rightful place in our classroom instruction, they will fulfill but a secondary role; the pupil-teacher relationship, as it exists in the oral question and answer, will always hold first place.

The following procedure for the use of this check list on Skill in Questioning is suggested: Distribute a copy of the check list at a staff conference; acquaint all the members of the staff with all points listed, letting anyone ask questions concerning the check list items; attempt to visit all staff members in a full period of teaching; follow up the classroom visit by a private conference on your findings; allow the individual teacher to express fully his ideas and opinions concerning these findings.

As to marking the check list, one might encircle various items, enter a "yes" or "no" where appropriate, or indicate a few pointed words of comment. The latter method assists the supervisor considerably when discussing his findings with the teacher following the classroom visitation.

Commentary found after each item is directed to the supervisor or teacher in a school where this check list may be used; only the statements in italics appear on the regular check list.

## THE CHECK LIST

### I. Usefulness of Questions

*Do they arouse interest of attentive, inattentive students?*

Once attention is aroused in a subject, effort will follow in its wake, and progress cannot be far behind. This trinity of steps in the learning process can never be taken

by the inattentive; well-put, well-formed, well-directed questions help achieve this.

*Do they direct the thinking of the students?*

Good questioning procedure helps the student to think twice before speaking, to be cautious if doubtful, to consider various alternatives before answering.

*Do they discover gaps in student learning?*

Skillful questioning will bring out these gaps very soon in the course; once the diagnosis is made, proper means can be charted for remedying the situation.

*Do they determine understanding of instruction and assignments?*

This comprehension, or understanding of, and ability to carry out in assignment or study and research, should result from good questioning procedure.

### II. Characteristics of Effective Questions

*Are they systematically planned?*

Questions will be planned systematically if there has been proximate preparation of the particular course, for they naturally derive from such preparation. More effective teaching, and consequently effective questioning results from intensive, regular, immediate class preparation.

*Have they a specific purpose?*

Definite questions determine for the instructor the extent to which his explanations have been understood; questions must pertain to the lesson to be specific, not be far afield.

*Do they contribute to the progress of the lesson?*

Some students are facile, and some teachers, usually the unprepared variety, equally as facile in taking the class away from the lesson by asking and answering unrelated questions.

*Is the number of questions in keeping with good thinking on the part of the class?*

Good thinking does not necessarily result from a bombardment of questions; on the other hand, judicious and well-directed questions, even though they are not many, will effect satisfactory thinking on the part of the class.

*Are there occasions of misplaced interrogative pronoun questions?*

This is one of the more common faults in questioning. Such examples as, "who said what?" "the first sentence we have is what?" "which means what?" "it was used as what?" immediately make one realize that this fault could easily be avoided. If attention is never called to it, the fault becomes chronic quickly.

*Are they thought provoking, or trivial?*

*Are they suited to the student level?*

In these days of general education, we teachers must specifically be aware of this, and not let our tradition of college training and graduate study make us too idealistic of the students' potential; rather, stay on "the ground floor" with them.

*Are they so phrased that a specific answer is required?*

Written tests or quizzes (especially the completion and true-false variety) are usually so constructed that the specific answer is demanded. "Roundabout" answers are to be avoided more in oral answers, as well as the "omnibus" questions or the essay-type quiz.

### III. Manner of Asking Questions

*Method used? (1) question, (2) pause, (3) call for answer, by name — variant method.*

Some teachers, especially at the beginning of the school term, resort to pointing instead of calling a student's name. For the same reason that questioning after a certain pattern known through practice to the students is poor policy, so is it better to call for the answer by name, after the question has been put.

*Distribution: is a check list ever used to evaluate distribution?*

A few cautions are advised: Do not always ask your questions after a certain pattern or system; vary the approach, and better attention will result; do not neglect the poor or the average student in your questioning in the hope of covering more material. The check list of questions and answers will be rather revealing to a teacher, should he use it. A better student can readily check such a chart over a period of time.

*Are questions repeated for the inattentive: repeated through force of habit?*

The reason is evident why questions should not be repeated for the inattentive, except to prove that they are not following, or to let the teacher make an examination of his questioning procedure. The second is more a mannerism than anything else.

*Is the teacher facile in using questions asked by pupils? Do the pupils ask questions?*

The well-prepared teacher is ordinarily very facile in answering pupils' questions. Sometimes new avenues of knowledge are thus opened by the thinking student and the thoughtful teacher.

Questions asked by pupils is proof that thought stimulation has resulted from the matter under discussion or explanation.

\*Principal, Central Catholic High School, San Antonio 2, Tex.

<sup>1</sup>*Teaching in High School*, by Harl R. Douglass, Hubert H. Mills, 1948, p. 259, Ronald Press.

<sup>2</sup>"The Principal Looks at Supervision," by Brother Henry C. Ringkamp, S.M., *THE CATHOLIC SCHOOL JOURNAL*, Jan., 1950, pp. 4-6.

## High School Students' Retreat

*Sister M. Gilbert, S.H.N.\**

Over the rakish halos hangs the Silent Dove;  
Beneath the smooth-brushed curls, a latent Teresa stirs.  
What though our age be far removed from hers?  
God is not bound. Nor Fire, nor Flood, nor Love.

An eager lad unwinds his noisy length,  
A prey to inspiration and the urge to move;  
He stutters cautious questions which the ears approve,  
Though eyes mistrust the restless, untamed strength.

The room is warm with sun, but underneath the hush,  
With reckless urgency, sweep tides and storms of grace;

The struggle marks a frowning, freckled face.

Before the floodgates burst with sudden rush.

They seek the chapel long before the time,

With somewhat mixed intent, as scant statistics show:

To seek a favorite vantage point; to whisper low

Imperious pleas or laments for youthful crime.

Ignatius would applaud this day, as soldiers must:

A ripening wealth of harvest in a world of tares;

Triumphant Michael's standard on the prison stairs,

And Lucifer's, deep-trampled in the dust.

\*Holy Names College, Spokane, Wash.

Questions which do not relate to the lesson should be given short shrift, or ignored entirely.

*Are questions pronounced audibly, stated smoothly, or hesitatingly?*

For the same reason that the teacher expects answers to be given clearly, so ought also the questions put by the teacher be audible, unhesitating. Some teachers, especially the younger, talk in stentorian tones; tonal control is often an aid in recalling the inattentive to the "here and now."

*Samples of well-worded questions, of poorly worded questions.*

Teachers are very susceptible to hear compliments concerning work well done, and at the least are tolerant of their attention being called to errors made. Writing these down on the check list aids the principal in his conference following visitation of the teacher's class.

### IV. Manner of Answering Questions

Skill in Questioning is like a two-edged sword; both blades are useful and neither should be neglected. So also is the answering of questions by the pupil as important as is their asking by the teacher.

*Is the verbatim answer demanded to questions put by the teacher?*

Answers given by rote might indicate an ability to memorize; it is doubtful if they create an ability to think. Definitions of

terms in mathematics, science, and sometimes in grammar, may be asked after a specific pattern of words.

*Are the answers of students spoken clearly enough to be heard by all students?*

Speaking in a muffled, garbled tone of voice irritates the teacher, makes the class impassive, resulting in a nonlearning situation. Insistence early in the school year on this matter will save time and make for efficient achievement.

*Are answers repeated by the instructor?*

At times this policy is justified but, if habitual, students become used to listening only on the repetition, or on the "second bounce." Valuable time is thus lost, procrastination develops on the part of the teacher. Modifying incorrect answers is at times necessary.

*Are the answers of students complete sentences, specific, comprehensive?*

"Yes," "no," "uh-huh," and similar monosyllabic or guttural answers should not be accepted. A school-wide program, with all teachers co-operating, would be a fine way of achieving specific comprehensive answers, complete sentences.

*Are concert answers, indiscriminate answers permitted?*

Except in rare cases, where rote work, as in language, or enthusiasm albeit controlled enthusiasm, is running high, concert answers should be avoided. Concert reading has often been found to be an aid to attention, and that in the upper classes of high school.

*Does the teacher answer his own questions?*

At times, perforce, the teacher either because of the difficulty involved, or because the students have been distracted or on the "magic carpet" of their imagination, the teacher has to repeat his question. Teachers must not allow themselves to fall into this procedure through force of habit.

*Are "yes" and/or "no" answers permitted?*

This item appears on the check list simply as caution to the teacher that he does not regularly permit this type of answering. Especially if the teacher is facile in using some of the types of thought questions indicated below can he expect better pupil reaction to his questions. Some questions, of their very nature allow for "yes" and "no" responses; no fault is found with this type of answer.

*How are answers disposed of, or evaluated?*

Some answers should be ignored, the foolish variety for example; some taken at face value, some demand more explanation, either by the student or the teacher.

*Samples of good, poor answers.*

Good answers may be indicated to the teacher by the supervising principal for reasons of recognition. Teachers may be advised against using the patent "OK" and "All Right" response so common to pedagogues of today.

### V. Type of Thought Questions Used<sup>3</sup>

This excludes factual, or drill questions. The thought question, in contradistinction to the drill question, demands reflection before answering; it is a great aid in the solving of problems. The skillful teacher will attempt to become proficient in the use of thought questions and add as many to his repertoire as possible: selective recall, comparison, decision, causes — effects, explanation, summary, analysis (why?), illustration, discussion, criticism, formulation of new questions.

This check list on Skill in Questioning is but another suggested means to make classroom visitation a successful part of supervision; a much neglected phase, I am sure. Teachers can profit very much from supervision of instruction, if it is done efficiently. Their interest is alerted, made keener periodically, by shifting emphasis from a general survey, as found in a previous article, to this one on Skill in Questioning. Check lists covering Teachers' Mannerisms, Teachers' Attitudes, may be used later. Thus the teaching process will be improved; supervision will no longer be "snooping," or a hurried entry to a classroom by the principal to settle disciplinary cases, but rather collaborated endeavor, on the part of the administrator, the teacher, the pupil, to achieve completely their individual functions in the teaching-learning process.

<sup>3</sup>Walter S. Monroe and Ralph E. Carter, *The Question in Teaching*, University of Illinois Bulletin, No. 23.

# Religious Vacation Schools

*Robert R. De Rouen, S.J.\**

EACH year about this time I begin to look forward to my summer vacation schools with great happiness. There are many plans that must be made in order that my school be in top shape for the July and August sessions! I thought that this year I would write out some of my ideas in hopes that my good readers will be kind enough to send along suggestions for this work which means so much to me; also, I hope that some of the things that I write may help somebody else who is going to have a religious vacation school, too.

## School in the Mountains

For the past few years I have had my vacation school in a remote spot in the Rockies — at Fraser, Colo., some 70 miles west of Denver. A group of some 25 little Mexican children attended last summer; when we first began our work at Fraser, there were only three boys and girls. There were still many others who should have been there last summer, though, and that's why I'm so anxious to get back to this spot again!

During previous summers I have worked with farmers' children in rural areas of Missouri and in other parts of Colorado among the poor Mexican people.

It is a good idea to have things lined up before actually beginning work in a particular area. If the people know a few months ahead of time that there will be a vacation school for their children, much more can be accomplished. Also, if the catechist knows beforehand how many will be coming to the school, he will be able to make more careful plans in ordering booklets, prizes, holy cards, and the like.

## Preparations

I like to send out a short bulletin to the near-by church of the area in which I plan to work telling the people about the fun that is in store for their youngsters these coming summer months. I plan to be at the church a week or so before the classes begin so that I can talk to the people personally and to sign up the children. Last summer I learned how to drive an old army bus so that I could go around to the various ranches to pick up the children who would not have been able to come otherwise. The bus did a good job in spite of the fact that we got only four miles to the gallon!

Once I have the place and the time schedule planned, I begin to gather things

for the summer's work, such things, for example, as project books for the older boys and girls, cutouts for the younger ones, holy cards, prizes, medals, server's manuals, Sunday missals, Sacred Heart badges. Many of these things I get from students who are eager to co-operate in this missionary activity. I have many an interesting story to tell my classes about the work I do in the summer and how much I would appreciate the little things that they bring for the poor children in my vacation school. One very good Sister, last May, had her classes in the fourth grade make little prizes for me. I had given the tots in her class a talk about all the souls that needed to be saved high up in the Rockies and how much they could do for me by praying for these children who were not as well off as the city people. The Sister saw to it that the prayers were said, and she also added the little gifts to help us along!

In making plans for one summer school, I had to draw out a chapel — of all things! I often thought how much youngsters like to build playhouses, etc., in the trees, so I had plans for a superb chapel for the children to be made in the woods near the vacation school. I later found out that all the youngsters needed was the idea. The next morning when I came back for classes they had the project almost finished, having hauled the branches the afternoon before. They had made a very fine little cave-chapel in the woods for our vacation school! They used to love to go into it each day after we had finished our classes!

## A Daily Schedule

Last summer's schedule ran somewhat like this:

8:30: Time to get the bus out and to round up the children.

9:00: First stop in the village; honked horn; stampede out of the store and post office; 8 ninos, or little Mexicans, came running for the bus! All as happy as larks.

9:10-9:30: Singing going on! Second stop at the next small town where ten more of our students get on.

9:30-10:00: One more stop, and then back to Merryvale, our station where we begin catechism classes.

10:00-11:00: Prayer class meets in the bus with one of the catechists; servers' class meets in the small sacristy to learn how to serve Mass; First Communion class is either in the rear of the chapel or on the porch.

11:00-11:15: Whole group walks up the

hill to the shrine of our Lady. Candles are lit and prayers said. On the way back from the shrine part of the Rosary of our Lady is said.

11:15: General contest. The whole summer school lines up on the porch and participates in a contest. Questions are asked by different catechists and the one standing at the head of the line the longest wins the big prize for the day! Sometimes the boys stand the girls!

After the contest is over, we have a project period for various groups. We work on little prayer books, pasting pictures, coloring, and the like. The older children help the younger ones and the older boys play ball with one of the catechists. After this fun period the old bus is ready to roll and the children are taken back home again after the morning's work and play. All the way home the youngsters sing of their own accord — which always delights me very much for it shows their happiness in learning about our Lord and His lovely Mother that previous morning at vacation school.

## Our Mission

This summer I look forward to these same boys and girls again! It is work with them that delights me so very much. To teach them how to make the Sign of the Cross! What a thrill and inward joy! It is for them that I now work out my plans for a summer school that will be even better than last year's. I have things to order for them which will suit their needs; I also will be hearing from other people on their ideas for summer schools and how to make them successful for Christ! After all, we are all working together for Him and the ideas that we have to share should not be hidden under a bushel. If there is any little thing that can bring a soul closer to Christ, then let's hear of it! Let's use it!

In one vacation school that I ran ten years ago in Missouri, I remember having a little retreat for the children at the end of the two weeks with them. I called in several other seminarians to give little talks to them on interesting events in the life of Christ's saints. This retreat idea had me worried at first, for I didn't know how it would ever go over with little minds; but things went wonderfully right from the very start. The silence the youngsters kept was perfect — and unbelievable, too! Some of the mothers were near waiting to take their children home after the last talk, and they, too, were spellbound! It was the first time they had ever witnessed such quiet with a group of little ones!

\*Alma College, Alma, Calif.



# Why These Languages?

*Sister Lucille Corinne, O.S.B.\**

THE study of languages is invaluable in a liberal arts education, for practical, as well as for cultural reasons. Today we are living in one world. Distance is a thing of the past. The world is made smaller because of expansion of the machine age: a world where isolation is no longer possible. Thus our only alternative is to foster our Good Neighbor policy: To become interested in, to sympathize with, and above all, to endeavor to understand the other countries of the world. It becomes our duty as good neighbors, to establish a feeling of friendliness and understanding between countries. This may be partly accomplished through knowledge of the language of their peoples; but it is doubtful whether many people ever think of the emphasis that should be laid on the speaking language of the countries in which these people seem to be interested. It is the faculty of being able to understand Mr. X as well as to know how to speak his language, that will bring smiling crinkles around his eyes.

## Languages Are Useful

Many leaders in education are of the opinion that the study of foreign languages in high schools should be discouraged. These educators argue that only studies which will lead definitely to the so-called "usable" in a student's later life should be pursued. The question might be asked: "What is meant by usable?" This is a free country. Everybody has the right to make use of God-given talents for material gains as well as for their spiritual values. If Mary and John wish to study French and Spanish because they enjoy it and desire to make it a life career by teaching languages to others as interested as they are, by considering a secretarial post, or the position of interpreter in some foreign country, they should be given training in the languages just as much as Peter might be taught how to assemble automobile parts, or how to learn the banking system. What may be considered impractical to certain educators may very well prove to be of great economic value to Mary and John.

After carefully checking possible reasons outside of the one already mentioned, for discouraging the study of languages in many high schools of the country, one good reason might well be the paucity of qualified instructors in this branch of education. Following the statement just made

about the lack of interest on the subject of language teaching, one may easily recognize in this scarcity of teachers, the vicious circle only too apparent in a pattern all too common in our schools today.

It may be stated here that the lack of interest in language study does not necessarily refer to the average parochial school, both Catholic and Lutheran, as well as others, in neighborhoods where children of German and French extraction attend. French and German are taught in many of these grade schools, as well as in their high schools. Students entering college with this background often prove to have greater speaking facility in the above languages than do those who come from the average public school. They have a better grasp of college work in the languages, and will sometimes major in modern languages because of a native feeling for French or German probably acquired in the home and school. This feeling for a particular language often extends into the study of composition or literature, or both, required in college for the A.B. degree. Students have even been admitted into courses beyond those taught in the first year of college because of their proficiency in the speaking language.

## Begin Early

The study of a foreign language should begin in grade school while the muscles and organs of the mouth and throat are developing. The child should grow up with a feeling for languages and the proper pronunciation.

Theoretically at least, no beginning course in any language should be taught in college; the average student of college age cannot learn to speak another language, even superficially, meeting in class three times weekly. Of course there are exceptions, such as a boy or girl who has heard a foreign language spoken in the home; or who has been raised in a country where more than one language is spoken. Canada is a good example; the children of both French and English parentage often speak both languages fluently. Environment in such a country also plays a major role in the development of the speaking language. Children of English parentage learn to speak the tongue of their comrades by being almost constantly thrown into the society of French boys and girls, either in the classroom or on the playground.

While the ideal way to learn to speak a foreign language is to begin the study in grade school, to start in high school is the

next best thing. Students who are interested can do a great deal with four years of high school study. Add four years of college work to these four years of study in high school, and we may find an interested student very well prepared for many of the positions open to him. Continued experience in traveling through foreign countries usually proves to be very beneficial.

An experienced professor of college French and Spanish over a period of several years, finds that about 5 per cent of students who do not have a family background of any of the romance languages, learn to speak these languages quite fluently, even with only college experience. But these students usually have a very high I.Q. and rank in the higher level brackets in all their studies.

## In European Schools

European countries ascribe far greater importance to language study than we do here in America; for example, in Germany, French and English are required studies in the grades, while English and German are begun in French grade schools.

Our emphasis on economic returns and material advantages anticipated in this country, is apt to warp our interpretation of what our standards of living should be. It is true that bathtubs and refrigerators are not merely luxuries in America; they are necessary to our modern way of life. A knowledge of Russian might also prove to be of the greatest practical value to us in case we should ever find ourselves trapped behind the Iron Curtain, mythical or real.

In one of the United Nations meetings recently, a member of the President's cabinet made the following statement: "America, in the first place, feels that such a thing can be accomplished." This innocent remark was interpreted by a Russian to mean: "America feels that she should be in the first place." James Byrnes, in *Frankly Speaking*, cites several such distorted statements made at various times during these meetings through lack of interpreting correctly the language of another country. Such misunderstandings could readily lead to a third world war. It was Pascal who once said, referring to history in the making often depending on trivialities: "If Cleopatra's nose had been shorter, the whole face of the world would have been changed." The Nuremberg trials might have terminated at a much earlier date had the judges had a better knowledge of the German tongue.

\*Chairman of the department of modern languages at the College of St. Scholastica, Duluth 2, Minn. Former teacher of languages at Iowa University, Carleton College, and St. Mary-of-the-Woods College.

### We Need Languages

It is quite shocking to learn how few people there are in this country who have the slightest knowledge of any foreign language. For example, in a city of 100,000 population in one of our Midwestern states, an instructor in languages was the only person found to be able to decipher a very important Portuguese document. This authoritative paper was sent to the United States by the Brazilian government in the interest of two Americans who held mining interests here in the United States. The document concerned their income tax returns. Time was of the essence, and the holdings of these two men might easily have been jeopardized. This situation existed in a city where there are several high schools and two colleges.

The cultural side of the study of languages needs little space here. All intelligent people will agree on the value of knowledge in all branches of study; a reading knowledge of the works of great scientists, philosophers, historians, and compos-

ers, goes to make for greater interest and added happiness in life.

One of the most ordinary comments of the reading public is: "If I only knew enough French to be able to translate the numerous passages that I meet in the book, I am sure it would enhance greatly my enjoyment of the story."

### French or English?

In European countries, as well as in many others, especially in South and Central America, the cultural side of the study of languages is usually of primary interest rather than the practical side. It is interesting to note that when there was a question of adopting English as the diplomatic language of the world instead of the traditional French after the war, the idea of the change was soon discarded in favor of continuing the French as heretofore. It was found that around the table of the United Nations, few of the members spoke or understood English, while practically all knew French. These representatives had been

chosen for their general education, scholarship, knowledge of politics, and diplomacy. In this case, as in others, while French had been studied primarily for its cultural value, it now played the double role of the cultural plus the practical.

Very recently, one of our foremost commentators, while discussing over the radio our general efficiency in Korea, deplored in no uncertain terms, the lack of interpreters in that country. To quote Earl Godwin: "Our lack of interpreters in Korea is a serious matter. Too few of our men know enough Chinese to question prisoners, and *prisoners must be questioned!*" The last five words with the usual Godwin staccato.

So whether we study Chinese, Russian, French, or German, let us remember that we live in one world and that it behooves us all to become interested in the peoples of all corners of this world. Mutual understanding through knowledge of the languages of our black, white, or yellow brothers might prove to be the first step toward world peace.

## Radio and Television in Catholic Education

A Series of Articles Edited by Sister M. Lorenz, R.S.M.

### VIII. Radio Comes to School

David R. Hayes\*

**Foreword:** Since the beginning of this series in September, much has been accomplished in radio in the Catholic schools throughout the nation. Nowhere, however, has more progress been shown than in Chicago. The following article will prove this.

But before you read it, I should like to have you consider a proposition I feel that I should present.

With the growth of radio assignments in the school as supplementary to regular classroom work there is even a greater need than before for a common pool of materials and a contact service with all other Catholics in the field. The greatest organization there is performing these functions is the Catholic Broadcasters Association which is not national but international in scope. To it belong all our Catholic network broadcasters as well as the majority of those in community, college, and university radio and TV.

Its purpose is "To promote truth

through radio and television. To provide services to members by facilitating co-operation among Catholic Broadcasters. To aid in the promotion and increase of Catholic broadcasts. To co-operate whenever possible with all other Catholic communication media." CBA Constitution.

In closing this series, I plead with everyone in educational radio and television to add to their own development and serviceableness and Catholic education's strength to take out a membership in this organization. Too often we overlook the fact so well appreciated by others that "in unity there is strength." The CBA national convention will be in New Orleans, June 20-22; the North Central CBA will meet in Chicago, April 19. Address: Miss Dorothy Arthur, Coordinator, P.O. Box 1573, Wilmington, Del. — Sister M. Lorenz, R.S.M., Mt. Mercy College, Cedar Rapids, Iowa; Educational Chairman, Catholic Broadcasters Association.

(The Chicago Catholic In-School Listening Program)

**R**ADIO is not yet thirty years of age. Despite its comparative youth, it has become a dominating outside influence in the modern American home. It is, without question, the most outstanding means of communication the world has ever known. In the early days, it was thought that radio would become a new immensely powerful instrument of mass education. These hopes and dreams, however, were soon drowned in the flood of commercialism as radio became a vocal billboard devoted to the increased sale of soap and cigarettes.

The work that began here in Chicago in the fall of 1951 should have taken root during the crystal-set days of radio. Nevertheless, Catholic radio education has finally moved out of the planning stages and has blossomed forth into reality. From now on the Catholic schools of Chicago, and later all America, will be able to work with and utilize programs created and intended for in-school listening in the parochial classrooms. What has been done and will

\*Continuity Director of Radio Station WFJL, Chicago, Ill.





The picture on the left shows Sisters M. Robert, O.S.F., M. Dorine, O.P.; and M. Leola, B.V.M., members of the Radio Council, discussing the organizational chart with Jerry Keefe, general manager of Station WFJL. The members of the In-School Listening Program standing behind are: Sisters M. Anacleto, R.S.M., upper script-writing director; Marie Aquin, O.P., intermediate supervisor; M. Ellenette, B.V.M., upper supervisor; M. Flavia, B.V.M., upper production director; M. Antima, O.S.F., primary supervisor; M. Consilia, R.S.M., primary supervisor; M. Madeline, C.S.J., upper supervisor; M. Philothea, S.P., primary supervisor; M. La Verne, O.S.F., intermediate supervisor; and Dolores, O.S.F.

The picture on the right shows students of the Workshop script-writing class working on a one-act 15-minute play, with the assistance of David R. Hayes, continuity director of Station WFJL.

be done in Catholic in-school listening will serve as a monument to the value of radio as an educational medium.

### Pioneer Work

The dream of Catholic radio education was the inspiration of WFJL's inception. His Excellency Bishop Bernard J. Sheil has long recognized the tremendous value that radio could have in every facet of education. From the very first moment of broadcasting, WFJL has clung tenaciously to the belief that radio must teach as well as entertain, if it is to keep faith with its public.

By May of 1951 there were more than twenty educational programs going out from WFJL studios every week throughout the year. Even this educational programming was not enough; too often it missed the classrooms. There was a definite need to create, produce, and air programs designed to enter the parochial classrooms of the Chicago area as an artistic supplement to the regular work. In every subject there are certain phases which can best be "caught" rather than taught. Radio, with the technical skills developed over the years, can provide the inspirational.

A great deal of thought, discussion, and study went into the definite course of action decided upon. In July of 1951, with the aid of Sister Mary Lorenz, R.S.M., vice-president of the Catholic Broadcasters Association and chairman of their education committee, the idea of the WFJL Radio Workshop began. There was no question about who would be the leaders of the Catholic In-School Listening Program. They must, of necessity, be the Catholic Educators of Chicago. WFJL

would lend its complete staff and facilities to aid in every possible way, but any undertaking which would include active classroom participation could meet with success only if the Catholic school teachers themselves were the generators.

The problem then became a matter of deciding how to give to Chicago's Catholic teachers a working knowledge of radio in the shortest possible time. The subjects chosen were basic: script writing, acting, production, direction, and utilization. Any Catholic school teacher in Chicago could, by attending the workshop for three successive Saturdays, learn enough about radio to become an active part of the Catholic In-School Listening Program. Thus the Radio Workshop was born of the need to unite classroom skill with radio technique. There does not exist a teacher who is not already burdened with a great deal of work. Yet, without the direct participation of teachers, the entire idea would lose its impetus and purpose. The only logical solution, therefore, was to give as complete a course in radio as the brief span of time would allow. Only through this means could radio education reach every Catholic teacher in the archdiocese.

### Teaching the Teachers

The result of having taken five groups, totaling about 200, through the WFJL Workshop has shown that this is indeed a workable procedure. Without exception, every teacher who has attended the Radio Workshop has shown an interest or a pronounced aptitude for this fascinating medium and will take some part in the formation of programs which are being scheduled for the school year, beginning in September, 1952. There is no doubt now

that the Workshop has been and will continue to be a success. However, if Chicago's Catholic In-School Listening Program is to be a magnificent system, if it is to create new pathways in the field of radio education, it must have the wholehearted co-operation of every single Catholic educator in the Chicago area.

The first task, therefore, was and continues to be the training of the Catholic educators in the field of radio. Every teacher will not be equally proficient but, by gaining an over-all knowledge of all the procedures, he or she can learn the fundamental techniques of a radio program.

### The Curriculum

The Script Writing class endeavors, with the aid of a mimeographed "textbook," to enable the teacher to transfer ideas into script form, in a style suitable for radio production. Teachers are asked at the end of the course, to present a sample of their writing to determine if this is the field in which they will eventually work. They will be called upon to write one, perhaps two, scripts per school year. They will be notified well in advance of the deadline and be given every opportunity to fit this extra work into their schedule, or to refuse if they are unable to write a script at that particular time. Certain writers will be asked to become script editors. Their duties will consist mainly of checking scripts and re-writing them when this is necessary. The Catholic In-School Listening Program foresees the need for scripts covering every subject taught in the classroom and will therefore call for specialists in each subject field.

The acting class has a twofold purpose — to train the educators themselves to act



and narrate for radio and to give the future directors and producers actual experience in front of the microphone. Voice and microphone techniques are carefully analyzed and explained. Some of these educators—perhaps one out of four—will be given the chance to do actual air work in connection with the In-School Listening Program and to participate in dramatic shows designed for classroom use. However, most of the casting will come from the ranks of the WFJL Radio Guild, and the radio classes of Chicago's Catholic high schools, colleges, and universities. The teachers who show a proficiency for acting and are eager to participate in a broadcast will have that opportunity.

Direction and production combine very well into one class. Among the educators who have attended this course nearly 50 per cent became quite proficient at direction and/or production. The producer is responsible for the entire show from the moment it is scheduled until it goes on the air. The director selects the cast, rehearses the show, and assumes all responsibility once it goes on the air. After the techniques of direction, sound effects, and music are presented, the members of this class participate in a radio show under actual circumstances.

The course in utilization, because of the wide application of its principles, is of special importance to every Catholic educator. Radio utilization is a tool—and, like only other tool, is useful only when it is properly handled. To be of full value an educational radio show must be able to accomplish in the time allotted far more than the teacher could do in the same amount of time. This demands that the teacher prepare the children for the broadcast and have an immediate follow-up. The techniques of radio utilization are vividly portrayed and explained for the Catholic educators as a final step in preparing for the first complete Catholic In-School Listening Program.

### A Working Organization

Within a few weeks after the workshop classes got under way, the Catholic educators felt a need for the formation of a working organization, in order to correlate the in-school listening program with the schools. An organizational meeting was held and a plan drawn up which guarantees quality and dependability. Final authority in this new association rests with a board of directors, composed of educators and members of the WFJL staff who are working with the program. Since programs will fall into three groupings for the grade schools, namely, primary, intermediate, and upper, a distinct organizational chain for each of these categories is provided. For each of these grade groups, three supervisors were appointed to check the shows that are designed for their respective grades, to select new shows, and to assist those doing the shows. Under each

supervisory group, will be a script director to select and assign scripts and script editors, a production director to select directors and producers, a talent director to scout for talent and keep a talent pool available, and a utilization director to see that the schools will be supplied with necessary material to make the best possible use of each program. Later, separate categories will be set up for programs on high school and college levels.

The Workshop instructors carefully screen their students and choose those with leadership ability for the important tasks of the program. Though many of these positions have been filled, the administrative branch of the Catholic In-School Listening Program has not as yet completed its roster. Teachers who are interested in this branch of Catholic radio education will be given the opportunity to join during the forthcoming classes. Each year, a group of 35 educators will be selected to run the administrative branch of this great new enterprise. They will derive tremendous satisfaction from the knowledge that they have done their share in fostering this extraordinarily valuable means to educate.

### Each Student Contributes

All who attend the WFJL Radio Workshop are divided into the following groups: writers, actors, and narrators, producers, directors, production assistants, administrators, administrative assistants, and those who are unable to help in any way other than utilization in their classrooms. Often a teacher will fall into several of the above categories. Each educator is placed in a pool, according to the subject and grade interests, willingness, and ability. When a show is decided upon for an eight-week series, the following persons are chosen from the respective pools: a script editor

and eight writers, all of whom have shown a preference for writing a show on this particular subject; one producer and eight directors; eight production assistants; several administrative assistants, who will handle the various details concerned in the making of the show; the actors and/or narrators for the program. The talent may come from the high schools, colleges, and the teachers themselves. Thus, each show will involve many persons, none of whom works too hard, but each of whom contributes a share to the final result.

Evidently there is only one way in which this first complete Catholic In-School Listening Program in the history of radio can be a success. That is, if every Catholic educator actively participates in some manner. And the first step in co-operating with this Catholic Radio Education Program is to attend the WFJL Radio Workshop at some time during 1952.

This is only the beginning. Someday what has begun here will be magnified and expanded until a nationwide network of educational programs for listening in the Catholic schools exists. Other cities are studying these methods and inquiring how to begin their own Workshops. His Holiness, Pope Pius XII, has expressed a great deal of interest in this program. Nor does the plan stop with this present radio series. WFJL now has a television application pending with the Federal Communications Commission. Chicago will have the first in-school television program, as this educational venture continues to grow.

Admittedly radio has been slow in making use of this magnificent means of communication for education. However, we can make up for time lost. But there must be no more delays, no more setbacks as we demonstrate new techniques in radio education, thus making this one of the most stupendous forward steps in Catholic education.



*Far Away on the Real Magic Carpet.*

# The CATHOLIC SCHOOL JOURNAL

Editor

EDWARD A. FITZPATRICK, PH.D., LL.D.

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## Audio-Visual Aid in Education

One of the more significant developments of the past quarter of a century is the extraordinary development of the range of visual aids that can be used in education. Both in school or out of school they have great potential capacity. The most recent of these aids — television — is creating many problems. The situation with television as well as with the other aids is the necessity for a basic educational theory which will interpret the place of these new aids in the education of human beings.

These aids may prove not an unmixed blessing but our attitude toward them should be one of receptivity. Our basic attitude should be one of realizing that the visual aid is a means not an end. It requires the teacher's use of the material, the teacher's understanding of the material and technique of their use, the psychology of sense perception, the part the senses play in the content of minds, and the limitations of the visual aids.

It is conceivable that students might be dwarfed or have an arrested development of their imagination by too great a reliance on visual aid. On the other hand we should realize that the imagination is helped tremendously by a wide basis in concrete

knowledge. It is a mistake to say that the imagination is cultivated the more unrealistic, bizarre, or strange its products are. The real value of imagination is the utilization of the concrete material in the mind by great and deep intellectual structures and of insight.

Some ideas of great significance in the audio-visual movement in education are indicated in this issue of the CATHOLIC SCHOOL JOURNAL. We are glad to call attention to the range of these aids. We think every administrator should be conscious of the problem which the increased significance of visual aid and technique presents. The in-service training of teachers should include a training with more emphasis on their purpose and their use. The problem which is created by the use of visual aids will be met by intelligent observation of what happens in schoolrooms and homes by the most extensive research now being undertaken. — E. A. F.

## Our Spiritual Climate

In a recent editorial we called attention to the fact that the nurses in a hospital where we were a patient showed an extraordinary capacity of self-sacrifice, of complete absorption in a task, and a capacity to meet extraordinary situations. We indicated at that time that these teen-age nurses were capable of action which the contemporary age did not ask of them nor did they ask it of themselves. In view of the spiritual climate in which these nurses lived it surprised one the way they rose above the conditions which surrounded them in the nonvocational aspect of their life.

We find in a significant commencement address at Allegheny College by the president of the University of Syracuse, William Pearson Tolley, a description of this climate based on a study of the novelists of two generations which was made by Professor John W. Aldridge of the University of Vermont. President Tolley tells what is regarded as the creed of the contemporary novelist: "Life has no discernible directions or purposes, that ideals are illusions, and that a sensitive person is bound to be destroyed or corrupted in a modern society in which common values have disappeared." He described our culture as a "cut flower, full of beauty but doomed nonetheless because it has lost its roots." He goes on even more significantly: "Not until our nonreligious assumptions about man and truth are supplanted, not until our values are once more rooted in religious faith, can western civilization resume its main line of advance."

This analysis can be readily accepted by Catholics. It explains the reason for the

Catholic educational system from the elementary school to the college. It places a tremendous responsibility on the Catholic schools to see that religion is made an actual influence in the lives of children and adults. It means that the memorization of the formulas of a catechism are not enough. Knowledge must be backed by insight and emotional drive. One cannot in this connection disregard the experience of St. Augustine who had become convinced intellectually of many of the truths of religion but who continued his immoral life. Teachers must not be too ready to make explanations of their inadequacy to excuse themselves. They must keep in mind the saying of St. John Baptist de La Salle "that soul may be asked for soul." It will also be consoling that one who gave the real spiritual nourishment of Catholic education to children may find himself in the same position as one who gave a cup of cold water even in the name of a disciple. — E. A. F.

## A New Stimulating Influence in College

An alumnae of Wells College has given the institution a fund to inaugurate a visiting professorship plan.

The plan is to bring an outstanding teacher from another college or university who has reached the age of retirement and appoint him visiting professor at the full salary for one year. The appointment will be made in successive years in different departments.

Many of the professors who are compelled to retire in the large institutions in this age are often intellectually and physically capable of full time work. They are often, too, at the peak of their ability. It seems, therefore, a very wise idea for the small colleges to follow the plan outlined by Wells and to bring to their campus outstanding scholars who are unfortunately compelled to retire. In this way many of the smaller colleges will have the benefits of quality of teaching that is otherwise not possible to them if they have at least one generous alumnae as Wells has.

Unfortunately because of financial and other conditions and great increases in enrollment, Catholic colleges are often compelled to engage professors at low salaries. This is bad from the standpoint of quality of teaching, the economic and social status of the teachers, and the continuing development of the college. There are a number of retiring teachers in the universities and colleges that would be a stimulating influence in the Catholic colleges if such a plan could be developed. Why not see what can be done in your institution. — E. A. F.



# The Frolic of the Woodland Folk

## A Choric Playlet for Children of All Grades

Sister M. Patrice, S.D.S.\*

### Characters

SUNBUBBLE: A mischievous woodland brownie.

PINKIE: His rabbit mascot.

STARFLAKE: Fairy princess of the woods.

FLORA, TINKLE, VERA, ZEPHYR: Maids of the princess.

OLD MAN FROSTY: Despoiling villain of the spring woods.

HOARY, NIPPER, CRUSTY, TWEAKIE: Accomplices knaves of Frosty.

OLD RABBIT: Time-honored occupant of the woods.

CUBBY BEAR, BUDDY SQUIRREL, BUTTERFLY BELLES, BUZZY BEE, ROBIN, BLUEBIRD, CHIPPY CHIPMUNK: Woodland creatures.

ANIMATED STATUE OF THE BLESSED VIRGIN.

ROSE, VIOLET, DAISY, JOHN, PAUL, and others: Children.

FLOWER MAIDENS: (About 6) Assistants of Flora.

GREENWOOD ELVES: (About 6) Assistants of Verna.

DEWDROP SPRITES: (About 6) Assistants of Tinkle.

BREEZIE BROWNIES: (About 6) Assistants of Zephyr.

### SCENE I

A rather bare woodland, suggestive of early spring before anything green has appeared. There may be trees in the background which are just beginning to show their leaves. Across the back section of the stage should be a long low "stone" wall or picket fence over which one can climb quickly, with space behind it in which someone can hide. Bare trellises on which vines or flowers can be hung may be along the sides of the stage.

As the curtain opens the background music "Tales of Vienna Woods" or "Voices of Spring" by Strauss may be heard. The little Woodland Creatures, led by Sunbubble and Pinkie, come bounding, frolicking onto the stage a few at a time keeping to the movement of the music. The animals may be slightly clumsy, but droll; the birds, bees, butterflies, and fairy creatures, very graceful.

CUBBY BEAR: Dear me! I'm all aquiver! I feel so light and merry after my long winter sleep, I must bounce around all the time! [Takes a few merry turns.]

OLD RABBIT: Really! [Yawns and stretches.] This weather is a little too springlike to suit me!

SUNBUBBLE [hopping up to him playfully]: Here, here, Old Graywhiskers! Don't tell me you're getting aged so soon! Other years you were as gay as my pal Pinkie over here! [He pats Pinkie on the head. The younger rabbit hops gaily, his ears flapping.]

OLD RABBIT [yawns again]: Oh well . . . as I was saying, I once was young and gay. . .

CHORUS [laughing and pointing at him]: When you were young and gay!

SOLO VOICE: Oh say, Mr. Whiskers, Oh say, Mr. Gray! Tell us about the day. . .

CHORUS [laughing and pointing again]: When you were young and gay!

OLD RABBIT [wakes up in earnest, bows, smiles, comes to center and sings or recites]:

When I was young and gay,

I always had my way;

I could hop and light upon the moon and stars! [Hops.]

CHORUS: Ho! Ho! [Gestures of laughing disbelief.]

OLD RABBIT:

From the morn till fall of night,

I kept up my daring flight,

Why I've bumped my head 'gainst heaven's gateway bars!

[Makes motion of bumping and rubbing his head.]

CHORUS: Ha, ha! [The chorus now makes appropriate motions along with him.]

OLD RABBIT:

Then, one day I'm sad to say,

As I frisked along my way

I slipped and fell into the bounding sea!

CHORUS: Oh, oh! [Gestures of horror and fright.]

OLD RABBIT:

Though I struggled and I fought

There was none to pull me out! [Sadly.]

Oh, there never was a rabbit quite like me! [He sticks out his chest, while wiping tears from his eyes.]

CHORUS: Boo, hoo! [They wink at each other while pretending to cry. Sunbubble smiles broadly.]

SOLO VOICE: I bet you drowned!

ANOTHER SOLO: And never came back any more!

OLD RABBIT: Yes, that's just what happened!

[He slumps to the ground, while the others burst out laughing. In the meantime music such as a few strains of "Sleeping Beauty Waltz" by Tchaikowsky announce the arrival of Princess Starflake and her maids.]

SUNBUBBLE [leaping to commanding position on top of stump, peers into distance and announces]: Be quiet everyone! Here comes the Princess!

[All recite or sing as she enters with her retinue.]

CHORUS:

Hail, Princess Starflake! Hail Princess Starflake!

The light of our woodland you are, you are! Our beautiful, gentle, and kindly star.

We're glad to see you here

With springtime drawing near,

Hail, our Starflake so dear!

STARFLAKE: I certainly am glad to see you all here too, even if it is not quite springtime. I thought I would return early this year to see if Old Man Frosty were thinking of leaving sooner.

CHORUS: Old Man Frosty! How we wish he were gone! [Contemptuously.]

BUTTERFLY: If he comes again he may spoil my pretty wings!

CUBBY BEAR: And I may have to go back to my dark cave once more!

OLD RABBIT [yawning, leaning against a tree stump]: And I guess I'll try going down south with the birds for a change.

CUBBY BEAR: I don't think you'd have enough ambi . . . ambi . . .

STARFLAKE: You mean ambition, Cubby.

[All laugh as Old Rabbit leans back against stump and snores, apparently oblivious to the last remark.]

SUNBUBBLE: I am not afraid of Old Man Frosty! I could make a sunny face at him like this! [Cuts a large and crinkly smile.] That ought to make him melt away in fright! [All laugh again as he cuts a few merry capers.]

STARFLAKE: That sounds just like our brave little Sunbubble! You're very small though compared to Old Frosty. Just now I have something very important to tell you all.

CHORUS [gathering closely about her except Old Rabbit, who is still snoring, and Pinkie, who sniffs about indifferently]: Oh, tell us! We are very eager to hear about it and to help you if you need us!

STARFLAKE: I know you will, my forest friends! Now in these early spring days we must make ready for the coming of the Queen!

CHORUS: The Queen? Who is she?

SUNBUBBLE: Is she someone like the sun?

STARFLAKE: More than that! She is wrapped in the sun, she is fairer than the moon, there is a crown of stars around her head!

CHORUS: Oh, oh [in awe], what is her name?

STARFLAKE: Her name is The Queen of Heaven and Earth. We must do everything we can to please her for she is the queen and mother of all. Some of her earthly children

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were wishing that spring would come earlier this year so that they could see her and pay her honor in her woodland shrine. So let us try to have everything ready.

CHORUS: Oh, we will! We will! [*May be sung to "Melody in F" by Rubenstein.*]

We'll deck the woodland bright and fair  
With grass and flowers, sweet and rare.  
We will tune the tinkling streams,  
Build bowers like to dreams.  
For the loveliest Lady of Heaven and Earth  
We'll raise forest castles to honor her worth  
While all through the day  
With glad some lay  
We'll drive evil spirits like Frosty away!

STARFLAKE: Well said, little friends. Now you'd better hurry and get to work! Some of you, like Sunbubble here, may have to content yourselves with keeping out of mischief and not bothering the others. Mind *You*, Sunbubble! None of your merry mischief or pranks or I shall have to expell you to cloudland for the day!

SUNBUBBLE: Oh, I can be good! [*Scampers up to her pleadingly.*]

BUTTERFLIES: We don't believe that! He'll be painting our wings all colors the first thing we know!

ROBIN: Or making me blink when I fly so that I can't see where I'm going!

SUNBUBBLE: Oh no, Princess Starflake! Please let me do something for the lovely Lady too. I'll be so good if you let me try!

STARFLAKE: Really! . . . Very well then! You are mischievous but good at heart. Your work shall be then to keep away any other mischief makers that might come around in the way. Suppose you begin by getting your friend Old Graywhiskers to take his nap in some other corner of the woods as we should like to prepare this place right here for the Queen's bower.

SUNBUBBLE: Just watch me! [*He begins by tickling the nose of the sleeper with a long piece of grass while mascot Pinkie bumps his head against Old Rabbit. The latter sneezes, wakes up reluctantly with a great deal of yawning, and is half dragged, half escorted off the stage to the amusement of everyone else by the Brownie and Pinkie.*]

STARFLAKE: Flora, my maid! What shall be your task this spring?

FLORA: Here I am, Princess! I shall scatter the forest with perfume sweet; weave floral garlands to cast at her feet!

STARFLAKE: Very well, Flora! You and your little maidens go, prepare your blossoms and bring them here for the Queen. [*Flora departs.*] Verna, my maid!

VERNA: Here I am, Princess! I shall lay out my carpets of emerald green; spatter the bushes with shimmering sheen.

STARFLAKE: Very well, Verna! You and your greenwood elves go and bring back your green grass and leaves. [*Verna departs.*] Tinkle, my maid!

TINKLE: Here I am, Princess! I'll scatter my ripples in brooklet and rill; grace every

birdsong with rapturous trill! [*She should have little bells attached to her costume.*]

STARFLAKE: Very well, Tinkle! You and your dewdrop sprites, go scatter your music far and wide, but bring your best tunes back here to the shrine. [*Tinkle departs.*] Zephyr, my maid!

ZEPHYR: Here I am, Princess! I'll breathe gentle breezes, soft and warm; sway bush and treetop in shadowy form.

STARFLAKE: Very well, Zephyr. You and your breezy brownies, go and blow gently over the land. Chase all the chilly winds away, but be careful not to meet Old Frosty or he may spoil your work before you begin! [*Zephyr departs.*] You, little birds, go practice some new songs. [*They flutter out twittering.*] You, my butterflies, preen your lovely wings and practice your dips and bows that you may do them properly and gracefully before the Queen. You, Cubby Bear, spread soft moss over the pathway and sweep off the ants. Frisky Squirrel, gather all the scattered acorns and bury them. I shall stay here to await the return of my maids.

[*As the forest creatures depart to do her bidding, music such as "The Sleeping Beauty Waltz" by Tchaikowsky or "Prelude to a Midsummer Night's Dream" by Mendelssohn announce the return of the maids with their respective retinues. First comes Verna with the Greenwood Elves who carry in green garlands or carpet strips or perhaps bundles of grass or green-leafy vines which they place on the ground or trailing artistically across fence wall or trellis. Flora and her flower maidens follow with garlands and bouquets of flowers which they hang on trellis or fence or wall. In her turn comes Tinkle with her dewdrop sprites. These drop little bells or silver beads or silver confetti to give the illusion of dew or water drops, and should be accompanied by the sound of much tinkling. Zephyr comes next with the Breezie Brownies. The latter carry small artificial flutes or trumpets through which they blow in different directions to give the effect of scattering breezes. Note: As each group comes in on one side it departs on the other side to make room for the oncoming group unless the stage be large enough to contain them all in the background without crowding. It is effective, however, to have Starflake and her four maids remain to survey the final scene and perform a dance together to the last of the music before they also leave the stage. Bubbles from sides of stage.*]

[*As the last of the fairies slip out the sound of children's voices is heard. They come in gaily and naturally. They may have coats and hats which they remove.*]

ROSE: How warm it is in the woods today! It surely must be spring!

PAUL [*removing his cap and tossing it in the air*]: Must be? Don't you see that it is? Hurrah!

VIOLET: Just look at the lovely green grass and flowers here! How early they are this year!

DAISY [*clapping her hands*]: The fairies

must have done this! The good fairies of the woods!

JOHN [*with laughing contempt*]: You and your fairies! But anyway everything is ready for the crowning of the Queen!

ROSE: I'm very happy about that! We won't even have to wait until May to crown our Blessed Mother!

VIOLET: I hope that the spring weather will stay beautiful like this so that we can leave our Blessed Mother's statue out here in her shrine for the whole summer.

ROSE: So do I! What's that you have in your hand, John? I felt something bright in my eyes just now.

JOHN: It's just a burning glass! [*Flecks light about to demonstrate.*]

DAISY: What do you want with a burning glass! Put that down before you start burning some of the lovely leaves or flowers here!

PAUL [*teasing*]: Maybe he thinks he can see some of your fairies through that. [*John makes a face at him.*]

DAISY: Oh no, that couldn't be! Fairies never let themselves be seen! They always run away when children come around.

VIOLET: If there really are such things as fairies we don't know! But we do know that we really have a Blessed Mother whom we want to honor tomorrow. Let us pray that these woods will still be as beautiful as they are today when we bring her statue to the shrine.

PAUL: It certainly would be a pity if there were another frost to spoil these lovely woods. Then we'd have to have her taken back in again.

ROSE: Well let's pray to her right now as we go home so that no frost will come tonight. Then everyone be sure to be here tomorrow if the weather is fine so that we can have our crowning.

ALL: We will! [*They go out murmuring the Hail Mary on their rosaries. As John takes out his rosary he forgetfully places his burning glass on a stump and leaves it there. Meanwhile the stage becomes somewhat dimmer indicating that it is toward evening. Sunbubble and Pinkie coming creeping along stealthily behind the fence or wall. Their presence may be chiefly noted by the protrusion of the rabbit's ears and the Brownie head raised cautiously at intervals. A twig snaps.*]

SUNBUBBLE: Sh! Pinkie! Be careful where you step! We don't want anyone to hear us or see us just yet! I have to make sure that the children are all gone before we come out. I feel as if there were someone else around too who might be trying to start some mischief!

[*As the two heads peer cautiously over the fence together, low sinister music such as "Ase's Death" by Grieg, may be heard in the background, accompanied by whistles and moans as of a very cold wind. Sunbubble pauses, then ducks cautiously, pulling the rabbit down with him.*]

SUNBUBBLE: Come on, Pinkie! We have to hide again! Didn't I tell you that someone is

coming, and it might not be someone good!

[Music louder, also sounds of wind, and noisy rustlings. Finally Old Man Frosty sticks his head out with a wicked laugh. Then he steps out into full view with scornful bravado.]

OLD MAN FROSTY [rubbing hands in wicked glee]: Ha! Tonight! Tonight! What fun I'll have! Ho, knaves! Just come out here and take a look at this! Don't you think we're in for capital sport once the sun has set! [He beckons to his accomplices who step out beside him.]

KNIVES: Hi, hi! Ho, ho! To Frosty work we'll go! [They hop about in awkward, wicked glee.] I can hardly wait!

OLD MAN FROSTY: Very well then. Let's step aside and lay our plans till sunset. That won't be long from now!

[They step out laughing maliciously. Music fades. Stage brightens a bit, as if with the last glow of the sunset as Pinkie and Sunbubble peer up cautiously to make sure the wicked ones have gone. Finally the two of them come over the fence and sit on top of it disconsolately.]

SUNBUBBLE: Well, Pinkie, what shall we do now? As sure as I am here Old Man Frosty wants to freeze and spoil all these nice leaves and flowers here tonight. We can't let that happen to ruin everything for the Queen and the children. We'll have to do something quickly before the sun has completely set or we won't be any help at all! What shall we do? [They hop off fence and wander about disconsolately for a moment. Pinkie who is sniffing along comes to the stump upon which the burning glass still rests. He sniffs at it curiously, then picks it up and hops over to Sunbubble who with back turned to him is deep in thought. The rabbit prods him with his paw. The Brownie is annoyed at first.]

SUNBUBBLE: Don't bother me, Pinkie! I haven't time for anything now except to think what to do! [Stage darkens a bit more. Pinkie continues to prod him, finally coming around to face him with glass in his paw.] What's that, Pinkie? Did you find something? [Takes glass and looks at it carefully.] I wonder what this thing is for. [Holds it up so that last flashes of light from setting sun fleck across the stage. Flashlight in background effect.] Say! That might come in handy! I think I'll hang onto it! [Sinister music heard again and low whistlings of cold wind.]

SUNBUBBLE [pulling Pinkie by the ear]: Come on, Pal; we have to hide again, and fast! Here comes Old Frosty! I hope I can do something to stop him! [They quickly hide behind the fence or wall. Music louder as Old Man Frosty comes in stealthily with his accomplice knaves. Suggested musical background "In the Hall of the Mountain King" by Grieg. They may engage in a wild dance but do no harm as yet. At end of dance Frosty comes to center while the others gather around him. He sings or recites.]

OLD MAN FROSTY:

Oh, I am King Frosty, so cold and so bleak;



I crush all the leaves and the sweet blossoms, sere.

I'll pinch your wee nose or bite your pink toes!

There's no one whom I have to fear!

My sport is to paint all the grasses white, To squeeze all the plants hard and freeze them tight!

My breath is so icy, my touch is so cold, There's no one so daring as Frosty the Bold! [He finishes pompously, chest protruding, while the Knaves applaud.]

KNIVES: Bravo, old Man!

OLD MAN FROSTY: Now to work, noble knaves! Don't you think this is the finest place for our sport!

NIPPER: Indeed it is! Won't Starflake pout and rage when she sees how nicely we have snipped off her flowers? [Makes motion of snipping.]

TWEAKIE: And how prettily we have curled and browned the soft green leaves?

HOARY: I have plenty of icy whitewash to cover this lovely green carpet of hers! [Makes motion of painting awkwardly.]

CRUSTY: What dainty brown lacework I can make of these vines!

FROSTY: Haw! Haw! It'll take her and her maids a long time to make it all look pretty again! Who does she think she is! Coming around here and ordering spring decoration so early in the season! I should say we are not going to be sent off to the North Pole so soon. Winter shouldn't be half over yet.

KNIVES: We should say not! It's mighty nice to stay around here and fool people every little while!

FROSTY: Well said, my fellow knaves! Now to your work quickly! Nipper, the flowers; Tweakie, the green leaves; Hoary, paint the grass carpet; and Crusty, tend to the vines. Haw! Haw! They surely gave us a fine lot of work to spoil! I'll have to be helping you every place!

[During this last speech Sunbubble's head and Pinkie's ears appear cautiously over the fence top. The Brownie is deftly brandishing the burning glass from which flecks of light should apparently be cast. The rabbit puts both paws on the fence.]

SUNBUBBLE [loud whispering]: Be careful, Pinkie! Don't show yourself so much! Wait till I get this glass to working right! [The two are not seen by the mischief makers, who have their backs turned. Frosty feels the burning rays.]

FROSTY: Wait there, men! [Brownie and Pinkie disappear.] I thought I felt something and heard something, didn't you? I bet there's mischief brewing here!

NIPPER: Aw, Frosty! You're just imagining things! I thought you weren't afraid of anything! What could hurt anyone like you?

HOARY: If there's someone in the forest I'll pinch him on the ears and toes! He'll run quickly!

TWEAKIE: Come on! Let's get started! This is going to be fun! [They are about to proceed again when Sunbubble peeps up again, glass in hand, waving it vigorously. Flecks of light, perhaps bubbles also, dart about swiftly here and there especially striking Old Frosty. He leaps in fright.]

FROSTY: What's that! I tell you something hot hit me in the neck! Something or someone is here to hurt us! You know I can't stand a bit of heat and neither can you!

[Flashes cease, heads disappear. Knives gaze about in vain.]

CRUSTY: It's just your overheated brain, I suppose! A rather bad thing for you, Old Frosty! That might melt you from the inside out! [Others laugh in mocking glee.]

FROSTY [angrily]: See here, knaves! This is nothing funny! You all know that the minute the first sunny breezes come up from the south our work and fun is over here! We don't want to stick around to be melted just for a little fun before we go north! [Flashes again, much more and rapidly.] I tell you something is burning me and I'll die if I don't get away! [Flashes concentrated on him.] O-O-Ouch! [He jumps about wildly, flashes follow him; others feel them too.]

NIPPER: O-Ow! I feel them too! I have to be on way north! I quit!

CRUSTY [wiping sweat]: Come on, boys! We have to run for our lives! This heat is killing me!

HOARY [pushing others aside]: Out of my way! I'm heading north first while I've strength to get away! O-Ow!

FROSTY [dashing him aside]: When will you learn to let your leader go first! [All rush out with cries of pain and dismay in great disorder and confusion.]

SUNBUBBLE [scrambles over fence with Pinkie, laughing and still flourishing the burning glass at the fleeing knaves]: Ha! Ha! We shoed them away all right, didn't we, Pinkie! [Rabbit hops in gleeful assent, ears flop.] All I had to do was to catch some rays from



the sun and put my own grin into this magic glass and a lot of sunbubbles came out to scorch Old Frosty! Hee! Hee! They won't stop running for a week! *[Stage brightens and there may be soft music as Starflake appears.]*

STARFLAKE: Well done, faithful little friend! You shall be the first to greet the lovely Queen tomorrow!

SUNBUBBLE: Shall I! Hot jiggety! *[He turns a cart wheel as the curtain closes.]*

## SCENE II

*[The same woodland. In the center back a large shrine with curtains drawn in front of it. Children come tripping gaily in.]*

JOHN: Here we are! Aren't we having fine weather today?

PAUL: We surely are. It makes me feel like turning two big somersaults right here.

ROSE: Paul! You will do nothing of the kind right here in front of Blessed Mother's shrine! You wouldn't want her to see you acting like that would you?

VIOLET: How lovely it is that our shrine could be set up so early. When are we going to uncover our Lady's statue?

DAISY: It seems to me as if the good angels brought her here overnight. We will see her as soon as everyone is here.

ROSE: I'm very anxious to see her again this year. She looks so real it almost seems as if she would speak to us!

VIOLET: Here come the others now. Daisy and I will uncover the shrine while the rest of you sing and offer your flowers to the Blessed Mother.

DAISY: I hope you all have some flowers for our heavenly Queen. If you haven't, then pick some from here. It seems some good spirits left plenty of them right here for us.

CHILDREN: How lovely they are! Just the right thing for our Lady! I'm so glad the frost didn't destroy them last night! *[The two girls draw the shrine curtains back while the children sing this or any other appropriate hymn:]*

O Lady, Queen of Earth and Sky,  
Our voices rise to you on high;  
Receive the blossoms we bring to you  
The children's praise that is your due.

*[They march and scatter or place the flowers before her.]*

Through valley wide, through woodland still,  
Down shady paths, up sun-topped hill,  
Have all things fair been made for you,  
Loveliest Lady in heavenly blue.

*[They place a crown of flowers on her head.]*

VIOLET: My she looks so alive today! It almost seems that she really will speak to us!

ROSE: Yes, doesn't she! I guess we'll have to wait until we get to heaven before that happens!

DAISY: This has been one of the most beautiful crowning days we have ever had! I'm going to come back here every day to bring more flowers to our Queen.

CHORUS: So will I! Good-by, Blessed

Mother! We shall bring all our friends to see and honor you!

*[The children depart in little groups, some lingering to pray and pay their last respects, part of the rosary may be recited. Finally the last of the children has gone and the woodland is quiet for a little space. The "statue" has remained motionless during this time. Then the "Waltz of the Flowers" or some similar music is heard, the stage lighting may become more colorful as the fairyfolk enter led by Starflake and her maids. Sunbubble and the little forest creatures follow in shy awe. They all gather about the statue in a semicircle gazing up in wonder at the lovely Queen. Even Old Rabbit sits on his haunches in wide-awake respect. Pinkie sits up at attention beside Sunbubble.]*

STARFLAKE: See, here is the fair Queen! See how she smiles at you! She is happy for all we in nature have done to make the woodland beautiful for her shrine of honor.

*[Suddenly a brighter light shines around the statue which now comes to life and smiles around at each one. She extends her arms to them and comes closer or, if there be steps there, goes down them to the midst of the little creatures.]*

QUEEN: Little Creatures, whom the King, my Son, has made as the living playthings of earth, I thank you for all your goodness and helpfulness. And you, Sunbubble, ray of God's sunlight *[pats him on head]* shall ever be a sign of heavenly hope and delight to the children of earth! *[She pats mascot Pinkie too as she returns to her place in the shrine. The young rabbit hops up and down in boisterous delight. Sunbubble stops him. The little creatures, maids, brownies, elves, and sprites now join in a happy dance of several concentric circles at the foot of the shrine from which the Queen continues to smile at them. Music may be the "Finale of the Toy Symphony" by Haydn or something similar. Pinkie, however, notices that Old Rabbit has not joined in but is sitting against a stump to one side and is in danger of dozing. The young rabbit hops over and begins tickling his nose. Old Rabbit springs up, scratching his nose and is finally prodded into the dance circle by Sunbubble.]*

SUNBUBBLE: Come on, Old Rabbit! Show the Queen that you are still as spry as when you were young and gay!

*[Old Rabbit hobbles about stiffly and rather gingerly at first but at length whirls about as merrily as the rest. At length all pause at the end of their happy dance and bow as suits the nature of each to the Queen who extends her hands high over them all. Curtain may close to gay music or as the voices of children in the background sing the following or other appropriate lines.]*

Bright Queen, O Lady, we ask you to hear  
Voices of children from far and near.  
Remember that ever our hearts flee to you,  
Virgin so gentle, Mother most true!

## God's Place in Public Schools

In a recent address to the Serra Club of Chicago, Rev. William E. McManus, assistant director of the department of education of the National Catholic Welfare Conference, after commenting on the New York and New Jersey cases then before the U. S. Supreme Court, proceeded to discuss the subject as an educator. He said:

"The way the educators feel about this matter might be summarized as follows: Regardless of the Court decisions for or against God's presence in the public schools, religion is on its way back into the public schools. Practically all educators in high places realize that education itself is incomplete unless it allows some room, unless it gives some attention to religion and to the part that God, of course, must play in education worthy of that name. And so, there is a very decided trend in education circles to restore religion to the public school program.

"The National Education Association . . . recently issued a policy statement that came as an amazement to most clergymen, that very flatly declared that the time had come to discover some way of restoring instruction in religious matters to the public school system. They face the realistic problem that you cannot give a child an adequate education unless you acquaint him with the role that religion has played in all the subjects that are taught—in history, in literature, in social studies, and so on. Moreover, the report said, the time has come when we have to give children some sense of values and most of them get that sense of values from their religious tradition."

The second bit of evidence of the trend toward restoring religion in some way to the public schools, Father McManus said, is the fact that the Rockefeller Foundation has granted \$35,000 to the American Council on Education for an exploratory study of the subject.

The third evidence which the speaker cited is the recent recommendation of the Board of Regents of New York State that, following the Pledge of Allegiance to the Flag, the pupils in each schoolroom recite the following prayer:

"Almighty God we acknowledge our dependence upon Thee and we beg Thy blessings upon us, our parents, our teachers, and our country."

In conclusion, Father McManus declared that "people are looking for an absolute. . . . If the people want these absolutes and if they find that God is the one absolute that gives a real standard for judging right and wrong, God will find His way back into the public school system. . . . It's just about time that He comes back. For, if God does not have His rightful place in the public schools, one of His rivals will. . . . Therefore, it behooves you . . . to pray that this trend may be accelerated, that the day may be hastened when God will find His way back into the public schools of the United States."



# Practical Aids for the Teacher

## Adapting the Chemistry Curriculum to the Noncollege Student

Sister M. Aelred, O.S.F.\*

Adaptation is largely if not solely, the task of satisfying needs. When we consider the needs of a noncollege student as far as chemistry education is concerned, we can arrive at a grouping of his needs without too much difficulty. There is, of course, his ultimate need to arrive at eternal happiness with God, but his salvation depends upon the proper use of the things of his worldly environment. Therefore, the general equipment this noncollege student should receive through a chemistry course should be such as will enable him to use practically and intelligently the factors of the environment in which he expects to move. It will mean generally a curtailing of content in the line of chemical history and theory; putting emphasis on the practical application of the theory; and knowing what each student intends to do for his life's work, if that is even vaguely clear in the mind of the student. It might be described as a position between a course in applied chemistry and a chemistry course given to a college preparatory group.

Since adaptation is largely a matter of filling needs, I shall venture to define those which seem basic to a student. I would have you remember, though, that what is more important than recognizing needs is that *the student and the teacher should agree on the student's needs*. I realize that such an agreement is brought about in many other places besides a chemistry class, but it must certainly be present in a class in order to insure teaching success.

### Everyday Skills

Let us first deal with a simple need for survival in any environment: the need to perform actions with a certain amount of skillfulness. In chemistry class many small actions, found somewhere in every big project later, are emphasized, such as pouring liquids from the back of a bottle, thereby saving the label from being damaged and made illegible; or removing a stopper from a bottle in such a way that none of the bottle's contents which adhere to the stopper will come in contact with anything else. Chemistry class is great practice in such skills.

### Common Courtesies

Secondly (and I am certainly not putting these needs in any order of importance) the

student has a need to know his rights and duties as a social being. This class gives unusual opportunities to understand the economic consequences of actions. It gives the student practice in working co-operatively with others. His respect for another's right to life and freedom from injury is shown in the method he is taught to use in heating something that sputters—that is, holding it in and out of a flame—or holding a test tube away from one when heating something that develops a gas. In a joint experiment, such as preparing chlorine, the fumes of which are so odious that one usually doesn't make a number of separate experiments, he is given a part to prepare; and, important or unimportant, it must take its place in the whole setup. Too often, in the pursuit of higher knowledge, many of the courtesies of life are forgotten. Witness to this fact is the chagrin of one of our local colleges when they found that a discourteous research student (anonymous, of course) had torn out entire pages from a bound volume of periodicals. No knowledge is worth such conduct. Therefore, I make no apology for *emphasizing* the teaching of such courtesy to high school students.

As a consumer, the student will be taught countless little helps to choose the better product: a little hydrochloric acid poured on a spurious "granite" stone will tell him by the fumes it produces, that the granite is not genuine; knowledge of the chemical reaction of soap will remind him that using just *enough* soap is as good as any larger amount.

### What Is a Tincture?

Thirdly, physical fitness—good health—is a necessity for each student. A rather complete picture of the chemistry of foods should be given to the student in this course. The simple chemical change of neutralizing an acid condition with milk of magnesia (magnesium hydroxide) will be of interest to him. Showing him that large doses of carbon dioxide can be fatal impresses him with the necessity of ventilating a room properly. He will never be burned with iodine since he is taught that tincture of iodine means that it is dissolved in alcohol and becomes pure iodine again if not in solution, and that water is no substitute for alcohol in a tincture.

### Why a "Flat" Cake?

Fourthly, this adapted course will help to satisfy a student's need for understanding the scientific relations between man and his en-

vironment. Such simple things as knowing that in beating a cake batter, one folds the air *between* the mixture by movements in the same direction; mixing the air incorrectly results in a flat cake. A pressure cooker gives such good results because evaporation and condensation are going on continuously and nothing of good in the food is being lost. No housewife or man of the house would tolerate waste pipes without elbows because of the unwelcome odors; they know that gases are soluble in cold water. A student has a need to know how to spend his leisure time. In this adapted course, much time is devoted to projects. These are not to be looked upon as mere assignments, but as opportunities for creative work in the field in which students' interests lie. A girl who hopes to be a beauty operator becomes interested in the chemistry of cosmetics. A boy who intends to work in a mill models a blast furnace. Future housewives delve into the chemistry of foods. This project gives them an opportunity for combining the beautiful in literature, art, and nature, with the practical in chemistry.

### Learning to Think

Finally, and very importantly, a student needs to think rationally; to express his thoughts clearly, and to read intelligently. Following directions when reading plans to put some idea into concrete form trains him in all of these. In his creative work, he must first distinguish between the practical and the impractical: Can he possibly gather the materials for such a project? Suppose he works on the problem of a water purification system. He casts about for chemicals that would form a coagulate which would pull the impurities to the bottom of a reservoir. Next he must think of something to make the water further usable for drinking purposes. If he uses chlorine, he learns that it must be used in the correct proportion. He has found out from other experiments that more or less of a certain chemical may result in an entirely different product than the one expected.

### Wanted, a Teacher

So—some basic needs of a noncollege student are satisfied in a chemistry course. I repeat that such a course is not for slow students, since the group includes simply those who do not intend to go to college; it is not an applied chemistry course in the sense we understand that term today; it should probably have fewer principles and theories in it than a college preparatory chemistry course would cover; it seems to depend more on techniques, methods, and instructional materials than on anything else. It requires simply a teacher who is interested in every student, knows something about each student's plans for the future—a teacher who will always plan more carefully, study more deeply, work more diligently, and pray more sincerely. Our students, indeed, are begging for a teacher like this, rather than for a new course.

\*St. Wendelin Convent, 2720 Custer Ave., Pittsburgh 27, Pa. This paper was part of a panel discussion at a meeting of the Science and Mathematics Teachers' Institute held in Pittsburgh, February 9, 1952.

## HONORING MARY IN MAY

*Sister M. Rose, S.H., S.N.D. de N.\**

To motivate devotion to our Blessed Mother and to further genuine imitation of her virtues, the following simple suggestions are offered. Each pupil draws a number that corresponds to a date in May on which he wishes to honor our Lady. Slips of paper with corresponding numbers are presented to him. He selects his number and finds a special message for him from our Blessed Mother. If he wishes he may put his message on the bulletin board or he may keep it.

The messages deal with wholesome practices that his teachers through the grades have been trying to instill into his young mind for his daily living, with the hope of bringing the realization vividly before him that he is a Child of God and of Mary.

1. Mary asks that you try to learn all about your religion so you can tell others and bring souls to Christ.

2. Your heavenly Mother asks you to have an intention for each day, not to live like an animal.

3. Mary asks that you be *much more* obedient.

4. Mary asks that you will never be late for Mass. Give her dear Son the *whole Mass*. Give good example.

5. Your Immaculate Mother asks you to say the Rosary every day.

6. Mary asks that you never go anywhere without your rosary.

7. Mary asks that you show that you are a *Child of God* by your refined conversations at all times.

8. Our Lady asks that you will never miss Mass and Holy Communion on the First Friday in reparation to the Sacred Heart.

9. Mary asks that you wear her *scapular* day and night.

10. Mary Immaculate asks that you will always make the *Sign of the Cross* with great reverence in honor of the *Blessed Trinity*.

11. The Mother of your dear Lord asks that you will give generously to the missions and that you will urge others to do the same.

12. Mary asks that you will always say the holy names of Jesus and Mary with the greatest reverence.

13. Your heavenly Queen asks that you often unite yourself with all the Masses that are being offered throughout the world.

14. Mary asks that you do all you can to spread devotion to her by telling others about her feast days as they come during the year.

15. Mary Immaculate asks that you will call upon her at once in all your temptations and troubles.

16. The Queen of Heaven asks that you have a *very great love* for the *Mass*.

17. Our Lady asks you to be faithful to

your morning and night prayers and your examination of conscience.

18. Mary asks that you imitate her in everything.

19. Your Queen asks that you always show great love of her by watching for her feast days and doing something special on them to honor her.

20. Your heavenly Mother asks that you always remember you are a *child of God* and have a *great love* for your *Faith*.

21. Mary asks that you have a great devotion for the prayers said specially to honor her, as the Angelus, her litany, the Memorare, and others.

22. Mary asks that you be very kind to everyone as she was.

23. Your heavenly Mother asks that you invite her to go with you everywhere you go each day.

24. Mary asks that you be silent in school and do your duty.

25. Mary asks that you be faithful to your morning offering.

26. Mary Immaculate asks that you be cheerful and helpful at home.

27. Mary asks that you always have the courage to say "No," when you should *dare to be different*.

28. Mary asks you to show that you are a *child of Mary* by always giving good example especially in public.

### GREETING TO OUR LADY OF FATIMA

*(Melody—"O Mother, I Could Weep for Mirth")*

Dear Lady of the Rosary  
Of Fatima renowned,  
Accept our loving greeting to  
Thy Maytime flower-crowned.

#### Chorus

O thou our Queen Immaculate  
In multi-colored light,  
Tiptoeing through the silent air,  
In beauteous splendor, heaven-bright.

We pledge each day a Rosary;  
We'll do our Marymost  
On ev'ry first Saturday  
In tryst with Sacred Host! *(Chorus)*

And, too, with prayer and sacrifice,  
We'll pay true homage best,  
And thus proclaim from pole to pole  
Thy Fatima request.

—*Sister M. Augusta, O.M.,*  
605 Stevens Ave., Portland, Me.

29. Your heavenly Queen asks that you live the *Golden Rule* in all your dealings with others. *The Golden Rule* is: "Do to others as you would have others do to you."

30. Mary asks that you get all your family and friends to wear her *scapular*.

31. Mary Immaculate asks that you give her special honor on Saturdays.

## Catholic Schools Rapidly Expanding

A significant survey of the growth of Catholic education in the United States was reported in the *New York Times* for March 30, 1952, by Benjamin Fine, education editor of the *Times*. Mr. Fine reports the source of his information as mainly data received from the diocesan superintendents of schools and from the department of education of the National Catholic Welfare Conference.

For the first time, says the introduction to the summary, the Catholic elementary schools now have exceeded 3,000,000 in enrollment and the secondary schools 600,000. Adding to these figures the 350,000 in higher institutions of learning, we have about 4,000,000 students from kindergarten to college and university—an increase, during the past ten years, of 35 per cent in elementary schools and 42 per cent in high schools.

A building program that will cost about \$250,000,000 is under way. About \$130,000,000 of this is now under construction and another \$110,000,000 of it is planned for next year.

### The Supply of Teachers

Catholic school administrators find the shortage of teachers for Catholic schools is a rather serious handicap. The number of vocations to the religious orders (which supply 90.6 per cent of the elementary teachers and 84.9 per cent of the high school faculty) has not been increasing sufficiently to care for the large increase in school enrollment and expansion of school activities. Lay teachers are being employed in increasing numbers, but, of course, they must be paid far more than the subsistence compensation given to religious, and the public schools are competing for their services. Reasons assigned for delay in new construction of school buildings are, by percentages, in order of frequency: steel restrictions 28.8; labor costs 26.2; lack of funds 17.9; shortage of other building materials 17.1; shortage of teachers 7.9; population shifts and prejudices 1.7; government control .4.

### Public Relations

Catholic school officials usually report good relations with the public schools of their communities. There is visiting of one school by teachers of another; there are competitions in athletics and other activities; many pupils of Catholic schools attend public school classes in industrial arts; Catholic schools often are served by school nurses and physicians and by public transportation, and sometimes the state supplies free textbooks to the parochial pupils.

\*Provincial House, Sisters of Notre Dame de Namur, 4580 Colerain Ave., Cincinnati 23, Ohio.



# Eyes, Ears, and Common Sense in Teaching Literature

*Mother Francis Regis, O.S.U.\**

Miss Swanson stalked into the classroom after the long vacation had come to an end. "This year we are going to study *Hamlet*," she said. "You seniors should like it as many commentators consider it Shakespeare's greatest tragedy. Each student will be responsible for the memorization of the famous soliloquies. By next Monday I expect every student to be familiar with the famous lines in Act I, Sc. ii beginning 'O, that this too, too solid flesh would melt . . .'. If you look at the lines on page 22 you will see they are written in iambic pentameter verse."

"It's iambic speedometer all right," said one uncultured youth in a stage whisper, "look at the length of it."

Then while Miss Swanson read the soliloquy in question with a tone of voice as monotonous as the droning of a bee on a summer's day a student in the back row was busy printing in large letters in the title page of the play:

## IN CASE OF FIRE THROW IN.

The teacher pointed out that it was evident that Hamlet was thinking of suicide even in the second scene as the following lines prove: "Or that the Everlasting had not fix'd

His canon 'gainst self slaughter! O God! God!"

Surreptitiously Tommy Treddles nudged his neighbor, pigtailed Alice Scott. "She means the prince is sitting around the palace thinking of killing himself? He must be crazy for sure. Why doesn't he go out and get a job?"

That year the seniors did not enjoy *Hamlet*.

## Enter Miss Scott, M.A.

Six years passed. Pigtailed Alice, now known as the demure and dignified Miss Scott, M.A., was appointed as senior teacher of English in her Alma Mater. She walked into the classroom one bright morning and began immediately to prepare her students for the study of *Hamlet*.

"Boys and girls," she began, "I know you love to hear about ages that have passed and places far away. Consequently, today we are going to take a trip across the blue and briny deep until we reach the island of Britain which you can see on this large map of Europe. There we are going to turn back the pages of history until we find the sixteenth century opened before us with Queen Elizabeth on the British throne. Tonight each one of you should read an article on the Elizabethan period in some encyclopedia, or perhaps you would prefer to consult a history book on the subject. Jot down twenty interesting facts which you

will be able to share with your classmates tomorrow when we discuss the results of tonight's research."

By way of illustration Miss Scott wrote the following facts on the board:

1. She was a spinster.
2. England defeated the Spanish Armada in her reign.
3. She was capricious.
4. She lived and died for her country.

The assignment seemed challenging. Each student was filled with pleasurable anticipation.

Next day a brave volunteer read his twenty facts to his classmates. The next pupil could contribute only 18 as two of his findings had already been mentioned by the first speaker. For a similar reason, the third student could contribute only fifteen. As the recitations continued through the whole class each pupil found increasingly difficult his or her struggle to be revealing or original. By the end of the period the class had a vivid picture of Elizabethan times, although no student spent more than thirty minutes in the research assignment.

The teacher had a significant contribution to make also. The museum and the public library had lent her some beautiful pictures as visual aids. Pictures of Raleigh and the Queen and the Armada, etc., made quite an exhibition.

The following night's assignment was concerned solely with "sweetest Shakespeare, Fancy's child." Again from research each student culled twenty interesting facts which were shared during the subsequent discussion period. Again Miss Scott furnished pictorial aids.

The next lesson was entirely the contribution of the teacher. Miss Scott gave a brief summary of the greatest of Shakespeare's plays in order to give the pupils some idea of the versatility of his genius. Then she outlined *Hamlet* quite completely stressing the fact that it is supposed to be the play Shakespeare himself loved most. Two pictures were placed conspicuously on the blackboard—one of Lawrence Olivier as Hamlet the other of John Barrymore in the same role.

## Dover to Copenhagen

At the beginning of the next lesson in English, the pupils were invited to take another short cruise, this time from Dover to Copenhagen. There they would find the castle of Elsinore facing the sea. They were shown a picture of Hamlet's castle as it appears in Mr. Strode's recent book, *Denmark is a Lovely Land*. Miss Scott was very glad to be able to exhibit a large picture of the interior of the castle as it appeared in color in the Sunday paper (*Boston Sunday Herald*, January 6, 1952). It seems that it is customary for the

winner of the annual beauty contest in Copenhagen to be given the privilege of spending a week-end in the palace of the prince. The most recent winner found the environment rather lonely and would have appreciated Hamlet's presence there.

Having set the stage for Scene I, Miss Scott began to read the thrilling opening lines. The pupils were intensely and genuinely interested. The opening scene was a success.

## Trippingly on the Tongue

Day by day, page by page, scene by scene, the play unfolded itself in all its beauty. Each day the teacher prepared the class for the content of the lesson, then read the selection, and, as an added attraction played recordings on the phonograph. The students were captivated by the novelty of the dramatic touch. Some of them remained after school to hear the records played over and over again. Many of them had favorite selections which they wanted to have repeated. Those with an instinct for show business enjoyed mimicking the actor's crescendo and decrescendo in his interpretation of the lines. The members of the dramatic club did some of their imitations at a formal assembly program. The entire class did some passages as choric recitations. Consequently, without obvious effort the lines of the play became familiar to every student. It was amusing as well as rewarding to hear one pupil say to another before an exam: "How now, Horatio, you tremble and look pale?" Or to hear the advice given to the class valedictorian: "Remember, 'trippingly on the tongue.'"

Miss Scott was delighted that so many students recognized some of *Hamlet's* choice phrases which have now become clichés. The Queen's "Sweets to the sweet" employed while scattering flowers on Ophelia's grave (Act V, Sc. i) is now the commercial phrase of a candy company. The demented Ophelia's: ". . . and there is pansies, that's for thoughts" is frequently found on cards and other tokens of remembrance (Act IV, Sc. v). Horatio's significant line, "Good night, sweet prince," which he uttered as Hamlet died, is used as the title of the recent biography of John Barrymore, perhaps America's most loved Hamlet (Act V, Sc. ii).

## "The Play's the Thing"

With June came the roses, graduation, and the annual boat ride. The pastor, surrounded by a group of seniors on the day of the outing, said casually, "Now that it is all over, what would you say was your most profitable classroom experience in senior year?" Spontaneously came the unanimous reply, "The play's the thing."

"What makes you all love Hamlet so?"

So many wondered why.

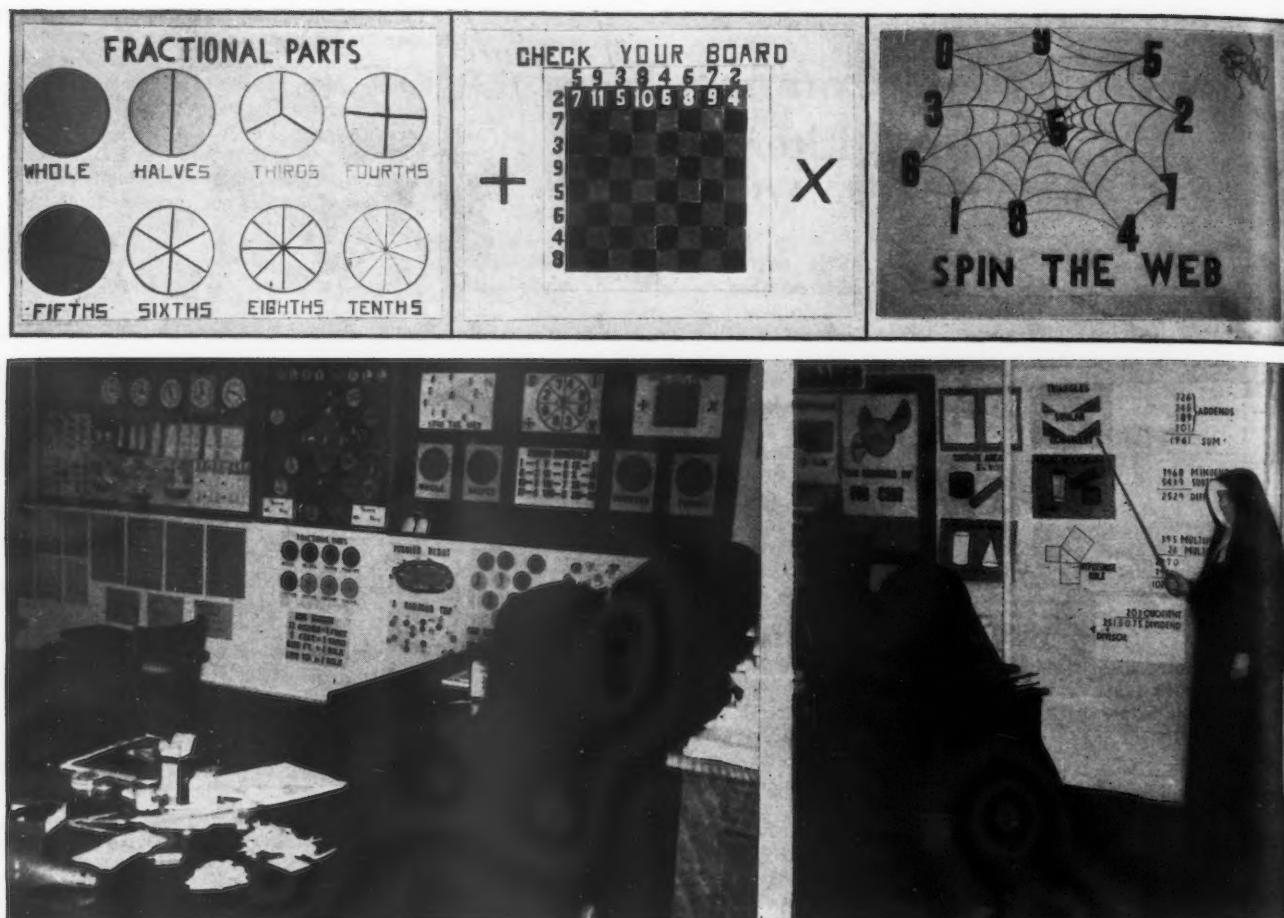
"Our teacher loves the Dane, you know,"

The students did reply.

Perhaps, after all, the pedagogues are right when they say: "It is the *Knack* of imparting knowledge that makes of teaching a *Fine Art*."

\*Ursuline Academy, 12 Arlington St., Boston, Mass.





Devices Displayed at the Workshop.

## AN ARITHMETIC WORKSHOP

*Sister M. Emmanuel, O.S.F.\**

During the summer session a "Workshop in Arithmetic" was conducted by the writer at St. Francis College, Fort Wayne, Ind. The Sisters who signed up for the course exchanged ideas, shared their experiences with collaborators, discussed the preferred and current methods of teaching the fundamentals, and pooled their views in panel discussions. Experienced teachers, not taking the course, were invited to give demonstrations of practical teaching and procedures to new assignments. The teachers felt that they had gained valuable knowledge by discussing problems in an open forum. The subject matter included: arithmetic readiness, primary, intermediate, and upper grade arithmetic.

The workshop aimed to stimulate interest among the teachers and also to show how to make the teaching of arithmetic more mean-

ingful. The Sisters made posters and worked out devices and projects which would strikingly appeal to children of any mental ability.

On many days the session began with what was termed the "Give-Away Program." Free helps, pamphlets, charts, workbooks, typewritten notes, etc., were freely distributed. Assignments were given from method books, textbooks, and magazines. Indications as to how much the student body benefited by the course was exemplified by the enthusiasm with which each teacher already began planning for her fall classes.

### Projects on Exhibition

#### Play Ball

The diamond is drawn with colored chalk or made from colored paper. Bases are of a different color. Each pupil has a "little man"

to run for him. These "little men" are numbered and each child given his number.

Arithmetic tests consisting of ten problems are given once a week. If a child receives 100 per cent he makes a home run; 90 per cent, third base; 80 per cent, second base; and 70 per cent, first base. If the child scores 60 per cent or below, his numbered "man" is taken off the diamond and placed on a bench. This bench is made from gray paper and pasted away from the diamond.

The class is divided into two teams and score keepers are appointed. After the papers are checked the score keepers move the ball players and mark the scores on the board.

#### The Boat Race

A fascinating device to arouse pupils' interest in arithmetic is a boat race. This project consists of four sailboats of different colors. Each sailboat has a per cent marked on it—100 per cent, 90 per cent, 80 per cent, and 70 per cent. The black boat has 70 per cent. Most children dread the black boat and work hard to stay out of it. In each boat are cut small slits into which is placed a picture of the pupil or other pictures, representing the child. After a test of ten problems is given, the papers are checked and each child is placed in the boat corresponding to his per cent.

\*St. George School, Hermann, Mo.

### Fraction Chart

A good way to help pupils understand fractions is to make circles of colored construction paper and divide each circle into a fractional part, such as halves, thirds, fourths, etc. These circles are then mounted on a large poster cardboard so that they are seen at all times. This teaches the pupils how fractions are made from a whole and how they are reduced to larger and smaller denominations.

### Spider and Web

Spinning the web is a device by which addition or multiplication combinations can be taught. Draw a spider's web using as many pointers as numbers desired. In the center of the web attach a number by means of a wire shank so that the central number can be varied. A picture of a spider may be placed in the corner to watch children spin the web by giving the answers to the numbers placed at each point added to the center number or multiplied by the center number.

### Checkerboard

Children draw a checkerboard and place eight numbers across the top line of the board and eight other numbers down the left side of the board. In the black squares where checkers would be placed, the children write the answers across by adding (or multiplying) the number down the left side with each consecutive number.

This will provide valuable occupation and drill for pupils.

### Per Cent Poster

To show the 100 per cent in an object, posters showing a circle and angles are on

display. A circle represents the entire object, while angles 25 per cent, 33-1/3 per cent are placed on top of circle, signifying parts of the whole.

Posters made and displayed at the workshop also included circle graphs, line graphs, bar graphs, pictographs, volume of cylinders, cones, etc.

### Problem Derby

The Problem Derby is a horse race. Each pupil has a horse which by number indicates that it is his. The horse is placed at the zero on the track and advances in the derby as the pupil completes correctly problems in sets of ten's. This is especially designed to take care of a child's would-be leisure, either in or out of school. There are as many tracks as groups or rows of children. No other project is as exciting as this one, since the winners (i.e., the winning horse from each track) receive around their necks dainty laurel wreaths. A green wreath around a brown horse is very pretty.

### Imitation Store

Many objects such as, pictures of vegetables, fruit, dishes, etc., were cut from catalogues and mounted on a large bulletin board. The names and prices of the articles were printed below each picture. A child is told to take a given amount of money, such as "Imagine you have five dollars. Go to the bulletin board, make a list of articles you wish to buy and make the correct change." Show your problem to your storekeeper who will check your work. This proves to be successful in a classroom too crowded to arrange for a real play store game.

## The Calendar for May

**May 1. SS. Philip and James Apostles.** This is the anniversary of the dedication of the church in Rome which contains the relics of these two Apostles who are, of course, martyrs.

**May 2. St. Athanasius, Confessor, Pontiff, Doctor of the Church.** Children should learn to read and understand the terms used in the liturgical calendar; e.g., Confessor, Pontiff, Doctor of the Church.

**May 3. Finding of the Holy Cross.** St. Helena, the mother of the emperor Constantine, found the true Cross.

**May 6. St. John before the Latin Gate.** Tradition says that St. John the Apostle was thrown into a cauldron of boiling oil at this spot. Since he escaped unharmed, he was banished to Patmos. A church was built on the spot where he escaped literal martyrdom.

**May 8. Apparition of St. Michael.** Read about it in the liturgical calendar, the Catholic Encyclopedia, and other references.

**May 9. St. Gregory Nazianzen, Bishop, Confessor, Doctor of the Church.** Another Doctor of the Church.

**May 13. St. Robert Bellarmine, Confessor, Bishop, Doctor of the Church.** St. Robert, a Jesuit (1542-1621) is a very young Doctor in point of time.

**May 15. St. John Baptist de La Salle, Confessor,** the founder of the Brothers of the Christian Schools. Many children have never seen religious Brothers and know nothing about them as teachers. More Brothers are needed for boys' schools. Perhaps one of your pupils will be interested.

**May 19, 20, 21. Rogation Day.** Rogation means asking. On these three days before the Ascension we ask for God's blessings.

**May 22. Ascension Day, Holyday of Obligation.** Our Lord went to heaven but He stays in the tabernacle and comes to us in Holy Communion — and He sent the Holy Ghost to guide us.

### Special Events

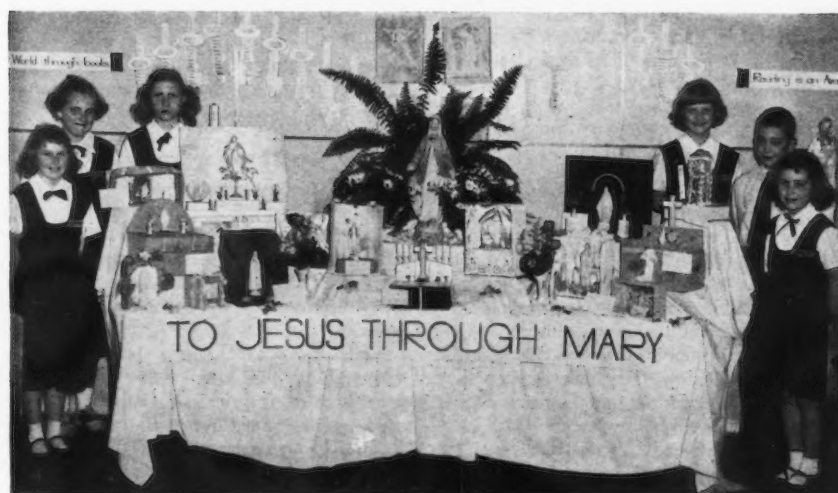
#### Mothers' Day

The second Sunday in May (May 11, 1952) is observed as Mothers' Day. The merchants do most of the advertising of the day, but if they provide flowers, candy, and other desirable presents at a reasonable price, they are doing us a service. The Holy Name Society will be observing its monthly Communion day and praying for the mothers, living and dead — a fine pious practice in which women and children also should join.

#### Memorial Day

May 30, a holiday in most states, commemorates those who have died for their country. Let us all go to Mass and receive Holy Communion for this intention — and pray for peace.

## Miniature May Altars



*These miniature May altars made by the fourth and fifth grades at Porta Coeli School in Chicago are the result of the children's effort to promote a love for our Lady. Judges were asked to award prizes for the best altars—one for the amount of work required, one for simplicity of arrangement, and a third for workmanship. Ribbon awards were given for the others, the grade indicated by the number of blue stars. The photograph and description was submitted by Sister M. Evarista, S.S.J.*



# The Phonograph in the Classroom

Sister Ann Harvey, C.S.J.\*

The phonograph is one of the best investments we can make to bring good music to children. It is an educational tool which has been used wisely and well in the upper grades, but its real value can be proved when we find that children before preschool age can be taught to listen to, and to enjoy music. There is such a wealth of material, if only we knew when and how to use it. It is with this in mind that I should like to show what has been done in a small group and to make some new suggestions for work along this line.

We adults should take time to listen. May I repeat part of that sentence—"take time." We have to take the time to saturate ourselves with good music—to make it part of our own lives, before we can give it to children. We should listen to music that emphasizes melody, then to rhythmic patterns that are marked and interesting, then to picture or story music, and finally to absolute music. With a repertoire such as this would include, we have a good start for our children. We fall short, however, in the acquisition of a good repertoire. We do it bit by bit, moreover, listening usually to what we know or feel we have to teach, and we rarely get to the point of saturation!

## Learn to Listen

Little children should be taught first to listen to the sounds in the world around them—to sounds of all kinds, that sound of the rustle of leaves, the hum of a bee, the noise of the frogs and crickets, in fine, to all the little noises of their environment. Then they should be aware of the more constant noises, the streetcar, the trains, the airplanes, sirens, horns, and people. Only when they can identify these sounds will we be able to attune their "listening ear" to the delicate changes in tempo, pitch, quality, and mood as they are reflected in music. We must always begin where the child is, not where we are. Children often dislike music, because they are forced to listen to music scaled only to adult standards instead of that which is in their experience and is familiar and interesting to them. Therapy with children has proved to us that music has great healing power, and just to have a special time when "Nothing answers anything," to quote Elizabeth M. Roberts in her poem, *The Hens*, is the beginning of good teaching and good listening.

The joy that comes to us from "just listening" to good music has been underestimated and often ignored. It is no fault of teachers particularly, but rather the result of the attitude that children cannot understand music. This is a mistaken attitude. Little children of preschool age will listen to what you give

them. If you give them good music, they will learn to like it and to ask for more. We know a group of three- and four-year-olds who know the *Nutcracker Suite* (parts of it particularly well), *The Skaters' Waltz*, "On the Trail" from *The Grand Canyon Suite*, "Dance of the Automaton" from *Coppelia Ballet*, and several other compositions of equal worth. We find that they rest better, for example, when we play this kind of music rather than some of the sad combinations of poor music, poor speech, poor imitation of animals and, in several instances, bad interruptions of the story. This is specifically one area of recording in which I would urge careful selection. Do not buy hoards of albums of stories. You will be astonished at the contents of an album that has a photograph of some famous movie star or radio favorite on its cover; often the story sells on the strength of the name and photograph. This kind of merchandising impresses the adult, but it means nothing to the child; he does not know the name or the photograph. It is the story he wants, and a good story too—well told, not dramatized, not shot through with bits of music, sound effects that are not true to reality, ear-splitting sounds that distract and detract from the story and leave the child utterly dissatisfied and often confused. It seems a pity that record companies have missed the opportunity to accept a good storyteller, like Seumas McManus or Ruth Sawyer, who tell a story quietly, simply, with imagination and beauty, with warmth, laughter, and inspiration. They would not need anything but the human voice and a good tale; and a work of art would be theirs for the asking. However, I should like to make two recommendations in this field of storytelling records: the Frank Luther records of *Winnie the Pooh*, and his *Mother Goose Rhymes*; and Bing Crosby's narration of the lovely Christmas legend *The Small One*. These are well done and should be among our treasures.

## Music as Language

Too often we try to cut down the world to meet the child's needs, when we should be helping him stretch his spirit to meet a wiser, richer experience. We have excellent music which we should bring to children when they are ready for it. If we think of music as a language, then we realize that children communicate first by facial expression—by crying or smiling, in terms of what we call silent speech. This we expect from them when we give them good music with well-defined melody and orchestral accompaniment. Some of our greatest composers have been mindful of this stage in their own lives and also of the lives of posterity, when they wrote the great lullabies, night pieces, fascinating melodies: Brahms's *Cradle Song*, Schubert's *Ave Maria*,

Rubenstein's *Melody in F*, Cadman's *Land of the Sky-blue Water*, MacDowell's *Woodland Sketches*, Mendelssohn's *Spring Song*, to name but a few possibilities. Following this period of silent speech, the child invades the world around him by frequent comings and goings, punctuated with words, half sentences, or preferably a few whole well constructed sentences. In music, this might be compared to his interest in marked rhythmic patterns. Folk dances, marches, e.g., "March of the Lions" from Saint Saens, *Carnival of the Animals*, Grieg's "Anitra's Dance" and "In the Hall of the Mountain King" from the *Peer Gynt Suite*, Prokofiev's *Peter and the Wolf*, Poldini's *Dancing Doll*, Delibes's *Coppelia Ballet*, Coates's *Cinderella*, Tchaikowsky's *Nutcracker Suite*, Waldteufel's *Skaters' Waltz*, the Strauss waltzes, Rimski-Korsakov's *Flight of the Bumble Bee* and Strauss's *Till Eulenspiegel*. It might be well also to play some folk music that is more relaxing, to balance that stimulating rhythmic response; for example, Stephen Foster's music, Ferde Grofe's *Grand Canyon Suite*, Sibelius' *Finlandia*, Smetana's *Moldau*. The child who listens to such music will be aware of the influence of geographic location and climatic conditions on a country and its people, and he will have a deep feeling of respect and sympathy that no amount of teaching can bring. Folk music springs from the hearts of the people. It tells their joys, their sorrows, their ambitions, hopes, and fears. The Negro Spiritual *Were You There* is perhaps the best folk song one could bring to children, and when one hears Marian Anderson singing this, one is brought "there," where they crucified my Lord. One does not have to explain or teach such a song—children are closer to truth than we, very often, because they are sincere and honest. To use another example, what little boy has not lived again the experiences of the cowboy who drives his herd across the wide, lonesome prairie singing to keep himself company? His song tells about his life, his horse, the beauties of nature, his dependence upon God, and his reverence expressed in wonder and awe at the vastness of creation.

## Sharing Music

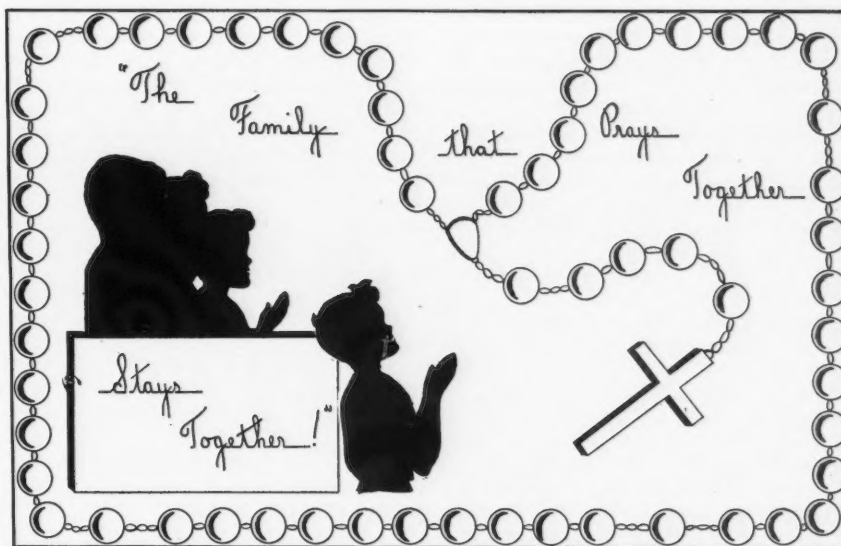
When teachers and children have shared these musical experiences, when they have a common repertoire, when they have listened and learned together, there is no need for words or descriptive techniques in teaching. They have acquired a vocabulary that is welded in mutual respect, is accepted with confidence, and there is a spiritual maturity concomitant with this living and learning together that is priceless. Children of today need us. They need our help, our respect, our judgment, our trust, and, above all, our guidance. The world is moving at such a tremendous speed that little children are often left behind to figure out a way for themselves. If we have given them a listening ear, one that discerns beauty in music and in words, we have given them a means of enriching their own lives and of aiding others to see and hear the beautiful expressed so often and so well in God's creation.

\*Department of Psychology and Education, the College of St. Catherine, St. Paul 1, Minn.



The dynamic teacher will use means other than the playing of records to further the interests of music; she will get the children interested in reading about famous composers, famous conductors, and famous singers. Through this human-interest appeal, she will stimulate their attending concerts, taking part in local music groups, learning to play an instrument, acquiring a collection of good records, preparing assembly periods where music is part of the program, and perhaps even taking charge of music festival performances.

With teachers and children working together on this music project, it would logically include a larger group and become, with the aid of parents and teachers, a local civic interest. If Winter Wonderland projects can become the center of so much interest, and develop into such wholesome activities for young and old, why cannot music do the same? It is well worth our efforts. Howard Hanson has done wonderful things with young people in music. Robert Shaw has also in the field of choral music. Let us try, each doing her bit, to encourage and further this work with children!



This attractive poster with Father Peyton's slogan is adapted from a bulletin board display used by the Sisters of Charity of Leavenworth. Submitted by Sister Elizabeth Marie, S.C.L., Annunciation High School, Denver 5, Colo. The figures and the Rosary may be cut from felt or construction paper. Colors—black, blue, and white.

## With Our Lord and Our Lady

*Sister M. Marguerite, C.S.J.\**

May is Mary's month and in that month this year we celebrate our Lord's Ascension. To renew the motive for devotion to Mary it would be well to repeat for and with the children carols in which Mary's motherhood is presented. The November CATHOLIC SCHOOL JOURNAL gave the source for *A Carol For Sleepy Children*. This or some other carol with which the children are now familiar might well be used. What is familiar to us, provided it is worth knowing, gives more joy. Children enjoy saying lovely carols again and again. Conversation naturally follows. In these the children may be helped to remind themselves who the Child was, why He came to earth, what message the angel gave, why Mary consented to be Jesus' Mother, namely because she wants us to live in heaven and because it was God's will.

Because Jesus loves His Mother, He honors her in her month which is May. He honors her in nature's unfolding. He honors her in her children. We are her children. We can show our love for her in song, prayer, or by processions. The children will tell you this because they know that is the way they have shown their love for God and for Jesus, God's Son. We can suggest to them the building of an altar, or a table on which to place candles

**Editor's Note.** Sister Marguerite has been supplying teachers of very young children with valuable suggestions in the pages of this *Journal* for some years. This installment consists of suggestions for teaching religion during May and June.

and flowers, before which we can kneel in prayer, or march in procession.

During May we should develop further the realization of Mary's Motherhood by calling to our minds that God is Jesus' Father and our Father. Certainly then, Mary, who is Jesus' Mother is our mother. We know Jesus wished us to call God our Father because He taught us to say "Our Father who art in heaven, hallowed be Thy name." These first phrases of the prayer should be used repeatedly. We all like praise. We like people to tell us that our dress is pretty, our shoes are nice, or that our cowboy suit is beautiful. God loves our praise. He loves to hear us say "Hallowed be Thy name," and we may be sure He loves to hear us call Mary, Mother and to repeat the words "Hail Mary, full of grace the Lord is with Thee, Blessed art thou among women." Help the children understand that prayer praises God.

When we begin to use processions to honor Mary, we should try to find a lovely recording of a hymn to our Lady. I have in mind a recording done with organ and sung in Latin of *Salve Mater*. I have in the past taught my children the chorus of the Lourdes hymn which they love to sing as they honor our Lady. There is a *March Alceste* by Gluck recorded in the Victor Rhythmic Records, Vol. II, which is reverent and dignified. During the processional encourage the children to think of:

1. Marching with praying hands and feet.
2. Praising God and Mary with the angels.
3. Of God and Mary looking at and loving their praises.
4. Of Jesus wanting to open heaven for us.
5. Of Mary wanting to give us Jesus who would give us heaven.

At Christmas time we sang with great joy the old German Carol *Joseph Dearest Joseph Mine*. (See *Christmas Carols* arranged for children by Satis Coleman, Columbia Univ.) We wrote our own second verse. Mary says, "Children dearest children mine, will you rock my child divine? God will give you your reward in heaven above." The children answer: "Lulla lulla lulla-bye, lulla lulla lulla-bye, lulla lulla lulla-bye. Hm-m-m." After each singing, we remind ourselves that we can truly rock the baby Jesus by being good, which for a child consists in saying our prayers, minding

\*Director of the Kindergarten, Ascension School, 1803 Bryant St., N., Minneapolis 11, Minn.

our parents, and helping others. This carol, it seems to me, is for small children the one with most real value because of its closeness to their experience. They love to pretend the baby is in their arms being rocked.

Long vocal prayers are not practical in a kindergarten group where the levels of maturity are necessarily so varied, but the processional begun and ended with *The Sign of The Cross*, a sung *Glory Be To The Father*, and the short *Hail Mary* make for each child a real period of thinking of God and living close to Him.

If spring is fairly early it is quite possible to take the children to nearby wild gardens to see the violets, crocuses, heppaticas, and other wild flowers begin to awaken. A return visit will show them in bloom. Apple trees, plums, and other fruit trees ordinarily are within walking distance. Through conversation it is easy to help children realize that God wants nature to praise Mary. The fact that nature praises God and Mary can be stressed through the use of rhythms. In the Victor Rhythmic Records, Vol. II, there is a selection called *Preludium*, which in music describes the rain fairies dancing, the sun coming out—the rain fairies chased away for a few brief moments only to return, then finally wind and sun gain the victory and the raindrops sink into the newly warmed earth. The children love to listen for the sun's coming—for the wind blowing away the clouds—and they love to dance with the raindrop fairies—or to warm the earth with their own sunbeams. They interpret as well as listen in a spirit of ecstasy which stems from their real desire to give praise and join their praises to those of God's other creatures.

Our devotion to Mary should lead us to celebrate more fully Christ's Ascension which is to us a promise of our own. The celebration in honor of the Ascension may easily be a procession in the classroom, or the doing of rhythms in joy at our Ascension to come, or it may be a procession in church where each is crowned with his own self-made paper crown. With most of us June is a very brief month in school, so why not anticipate Corpus Christi here by combining two celebrations? Our procession to the church, to rejoice in the Ascension, should end with a visit to Jesus who stays with us as He promised He would at the Last Supper. The story of the Last Supper is already familiar to them—so it needs only a brief restatement. If during this month the parish has First Communion the visit to Jesus, whom they will one day receive in Holy Communion, will have much more meaning for them.

The May crowning procession should come near the end of May. In our convent yard, we have a statue of Mary and it is a perfect place for a May crowning. Here the children may come each carrying a branch or a flower to place in a bouquet before Mary. They can crown her themselves because she is so close to them. They can sing to her and then play games before her.

June brings with it the story of Jesus coming to the Saint of Paray-le-Monial. We have

a statue of the Sacred Heart on the stairway of our school. Here we gather for the story: "One day, Sister Margaret Mary was kneeling before Jesus in her convent chapel when Jesus Himself stood before her. When Margaret Mary looked at Him she saw the holes in His hands and feet just as you see them here. She saw plainly through Jesus' clothing, His heart, and she saw it burning and in flames. Then Jesus spoke: 'See My heart. The flames you see are flames of My love for you and for all God's children. I want you to tell all God's children of My love. I want you to tell them not to forget that I came from heaven to die for each one of them—because of My great love. Tell them I want their love. I want their hearts to burn with love for Me.' St. Margaret Mary did tell us what Jesus said. From heaven she is telling us again today and Mary is asking us to listen closely." Here have the

children sing the German carol—*Children Dearest Children Mine or I Love the Name of Jesus*.<sup>1</sup>

Each day after this, processions in the classroom should honor the Sacred Heart. Through conversation children can be helped in understanding that all summer they can show their love by water play, outdoor play, and certainly by faithfulness to morning and night prayers, by obedience, and in short doing all that a little child should do—doing it for Jesus. They can be helped to realize that God made play and fun. When they are enjoying God's out-of-doors, they can remind themselves of the heavenly garden where we will all play together with God and Mary on the happy day of our Ascension.

<sup>1</sup>See the CATHOLIC SCHOOL JOURNAL for January, 1952, "A Little Child Lives With the Church."

## Bulletin Boards and Borders

Sister Gabriel, O.S.U.\*

### MAY—JUNE

"'Tis the Month of Our Mother" cannot be too well emphasized during the lovely month of May. Everything centers around the May altar which the children themselves set up in the classroom to greet you as you enter. Our Lady is mounted high in front of a drop of blue. If it can be arranged to have the altar in front of a window, the light shining through makes it heavenly. Verses are memorized and sometimes written to bespeak one's love of "Our Tainted Nature's Solitary Boast" and in connection with Mother's Day, a little program is prepared to do honor to our heavenly and earthly mothers. Spring flowers are used, and corsages made by the children are presented to their mothers. May baskets made by folding paper bearing the name of the child can be used to advantage. Children never tire of singing May hymns and, aside from the spiritual value, music and song are among the biggest and best factors in character formation. To quote the late Thomas Edward Shields, biologist, psychologist, and educator, "The real foundations of character are not to be found in the intellect but in the emotions and the will properly enlightened through the intellect. It is through music and art that the imagination and the emotions may be reached and effectively developed."<sup>1</sup>

May procession, indoors or out, and a formal consecration of all to the Immaculate Heart of Mary, Mediatrix of All Graces, and to the Sacred Heart of Jesus, King of Love, bring a happy and memorable school year to a close.

\*Brescia College, Owensboro, Ky.

<sup>1</sup>Life of Thomas Edward Shields by Justine Ward.

## A Guidance Program for Grades V-VIII

Sister M. Veronica, O.P.\*

### MAY

**Dedication:** The Blessed Virgin Mary.

**Aspiration:** Holy Mary Mother of God, pray to Jesus for me.

**Hymn:** Mother at Your Feet is Kneeling.

**Special Intention:** For more vocations. That I may follow the vocation God has destined for me.

**Consideration:** Obedience. How should I obey:

1. At home?
2. In school?
3. Civic authority?

How did Jesus obey?

### PRACTICE

**First Week:** To offer every difficult act of obedience to Jesus in return for the big act of obedience He practiced for us. He left heaven to teach us how to save our souls.

**Second Week:** To obey punctually any order from mother, father, teacher, or pastor.

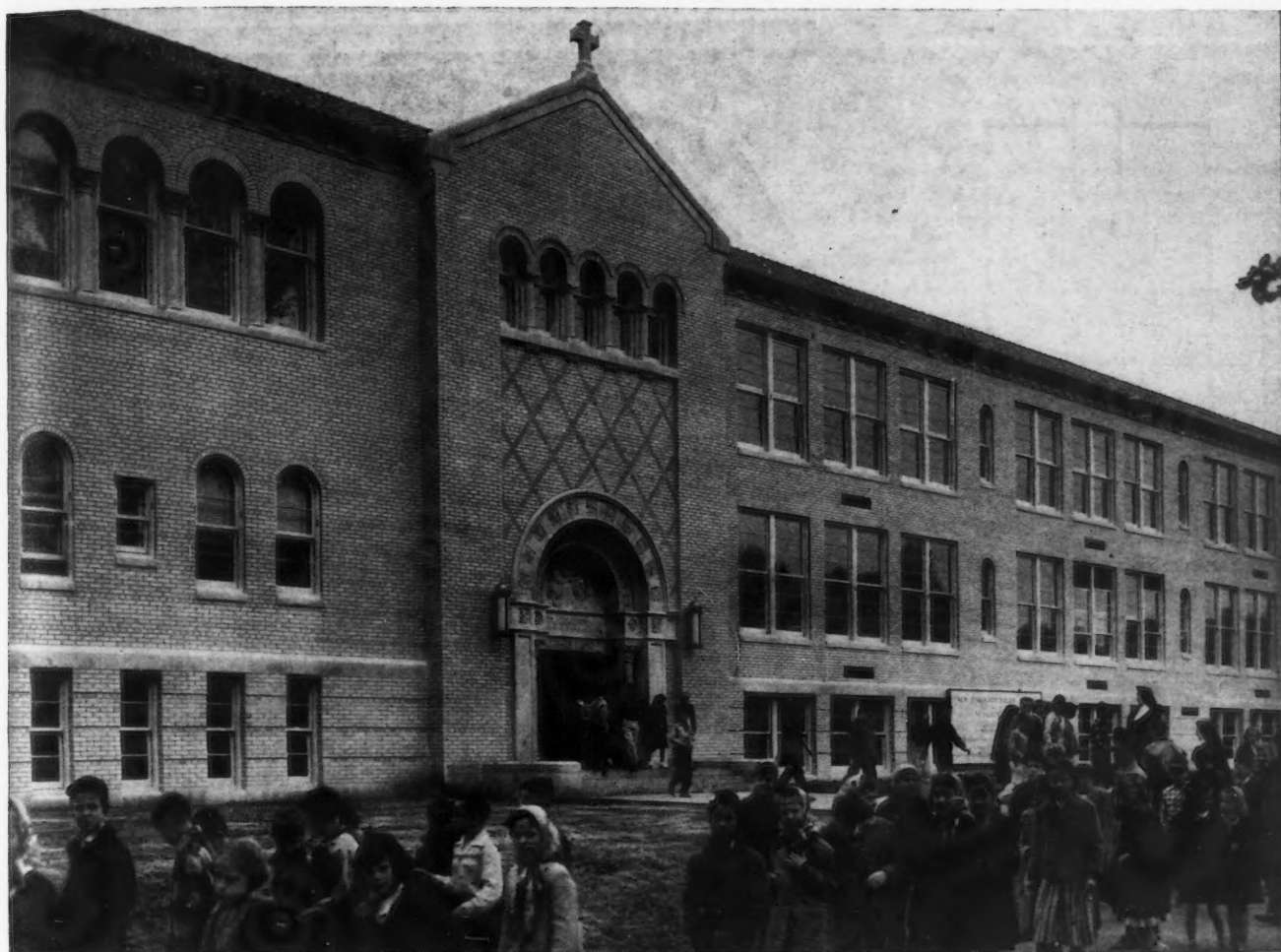
**Third Week:** Not to criticize or complain about any order given me.

**Fourth Week:** To behave with great reverence in church.

**Special Saint for Study:** St. Monica, May 4.

\*Immaculate Conception Convent, 3600 Broadway, Great Bend, Kans.

# The Fabric of the School



*St. Luke's Elementary School, St. Paul, Minn., was planned by E. Richard Cone, of Siefer & Cone, architects, and the pastor, Rt. Rev. Msgr. John J. Cullinan.*

## A School Planned for the Children: St. Luke's Elementary School, St. Paul, Minn.

THE new St. Luke's Elementary School in St. Paul, Minn., was planned for the children by the pastor, Rt. Rev. Msgr. John J. Cullinan, and his architect, E. Richard Cone, of Siefer & Cone, of St. Paul. Msgr. Cullinan personally gathered ideas from many sources and Mr. Cone has incorporated these into the plans. Our Lord's invitation to children, carved above the main entrance, is expressed again and again in the attention the planners have given to the needs of the children who use the building. Such functional planning stands as a constant reminder to teachers and administrators that their pupils belong to the Kingdom of God.

The structure, erected at a cost of \$1,500,000, is of modified Romanesque architecture to harmonize with adjacent church building.

Because of the limited amount of available land, it was essential to use every inch of space to advantage in order to provide facilities for an initial school population of 1000 children from kindergarten through eighth grade. The compact building is L-shaped, with its front elevation extending 240 ft. along historic Summit Avenue. The west wing is 190 ft. long; the main portion of the school, 110 ft. wide.

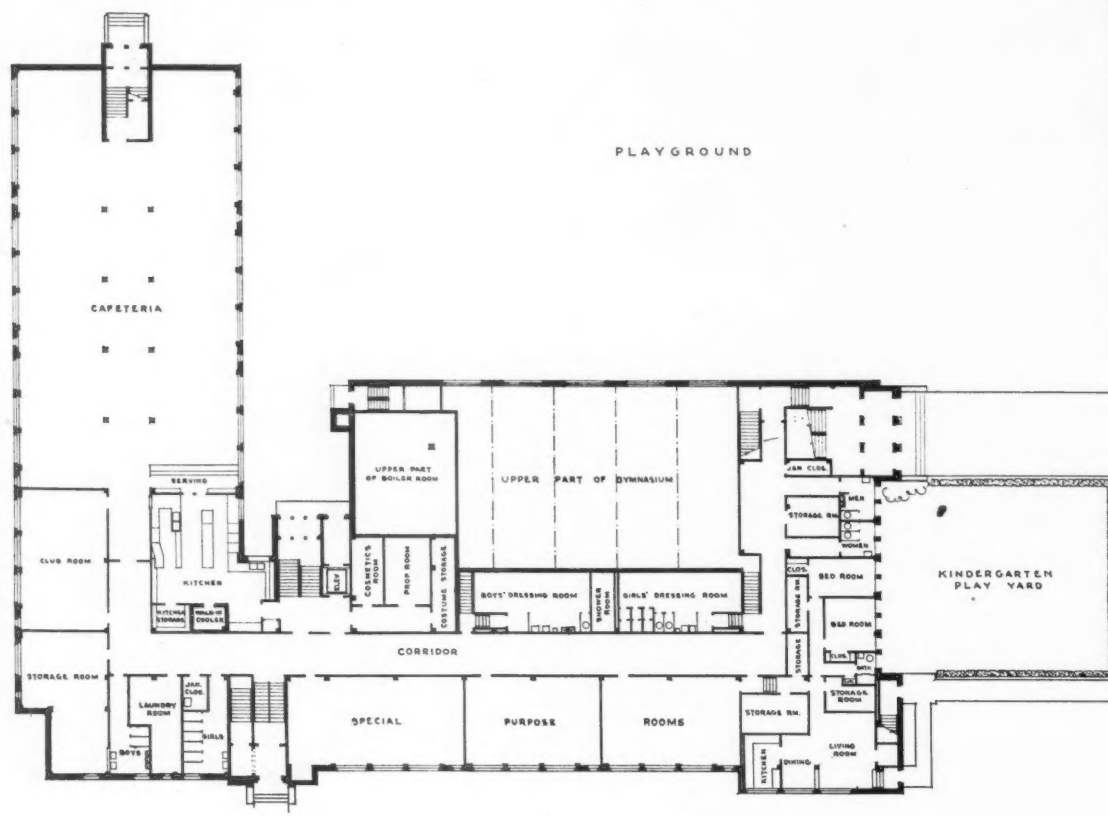
It is a two-story building with a basement and a subbasement. There are twenty classrooms; two audio-visual classrooms; three special purpose rooms, each 25 by 50 ft., complete with chalk and cork bulletin boards; a kindergarten; library; administrator's suite; auditorium; a 45 by 80-ft. gymnasium with dressing rooms, built-in lockers, and shower

facilities; a cafeteria, used for the children at noon, as well as for Communion breakfast functions and parish teas and dinners; a club room, 24 by 37 ft.; a laundry; and ample storage rooms. There is even a pleasant caretaker's apartment containing three bedrooms, living and dining area, kitchen, and bath.

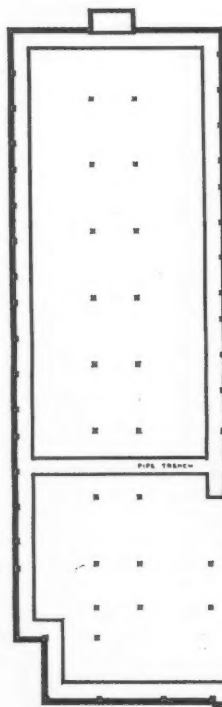
### Fireproofing and Acoustical Treatment

The building is partial steel frame construction, fireproofed with an inch of vermiculite plaster on metal lath to secure a four-hour fire rating. Exterior walls are buff face brick with a back-up wall of 8-in. tile. Trim is Indiana limestone. The roof is finished with Spanish tile in colors and glazing to match St. Luke's Church. Floors are reinforced concrete with asphalt tile covering, except for





*St. Luke's Elementary School, St. Paul, Minn.*



*Above:  
Ground  
Floor  
Plans.*

*Below:  
Basement  
Plans.*

those of stairways, lavatories, and gymnasium dressing rooms, which are terrazzo.

A half-inch thickness of fireproof vermiculite acoustical plastic was used on much of the ceiling area for sound control. Even the boiler room was so treated, since it is located under the stage, and it was desirable to reduce noise transmission into the auditorium. On the first floor the material was applied directly to the masonry ceilings, which eliminated the need for lathing and base coat plaster.

Inside walls throughout are finished with sand plaster, except for a 5 ft. high wainscot of structural face tile in corridors, stairways, lavatories, and the gymnasium. Windows are all double-glazed with horizontal aluminum muntins. This is the first elementary school in the Twin Cities to have an elevator. Opening at five levels, including the gymnasium and the auditorium stage, it has already proved invaluable in moving heavy supplies and furniture.

#### Well-Equipped Classrooms

Classrooms are 23 by 32 ft., but the kindergarten and library have areas equal to two classrooms. Each classroom has a niche for a statue, glazed-door cabinets with adjustable bookshelves, a map storage box, wash bowl, telephone, and loud-speaker. Each also has its own coatroom, with a special glazed tile shelf about 8 inches off the floor for overshoes and rubbers. Two higher wooden shelves take care of children's hats and other belongings.

An interesting feature of these coatrooms is the screen partition, 7 ft. high and 13 ft. long, of plaster on metal lath, that separates the coatroom from the classroom proper. The advantages are lower construction cost, a larger appearing classroom, and excellent air circulation in the coatroom. Wall space for

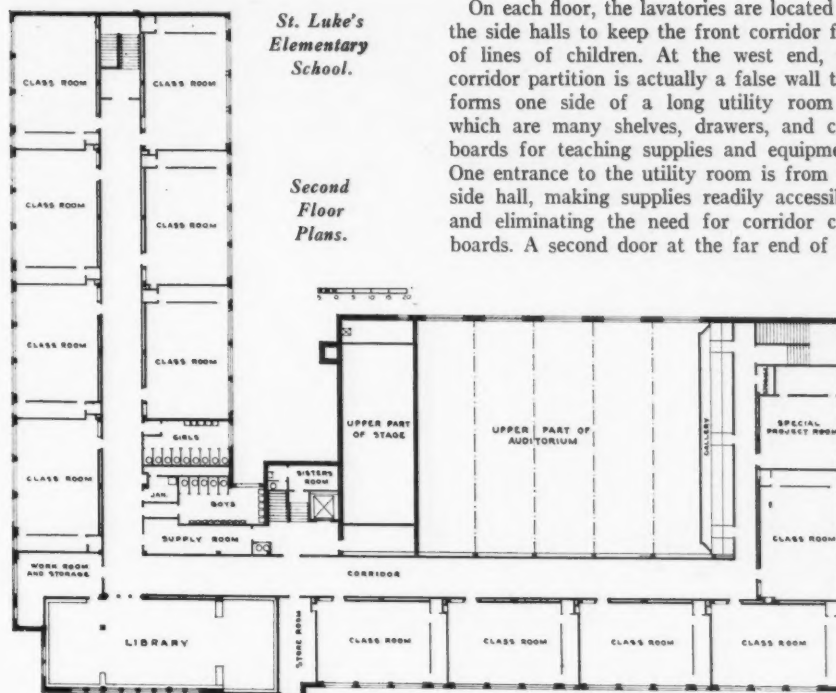
an extra chalkboard on the classroom side is another advantage. The partitions are sturdy enough so that coats can be hung on them, as well as on the opposite wall. A separate closet for the teacher's use has been included in each classroom. Desks and chairs for the lower grades are scaled to child size.

### Special Kindergarten Features

The unusually complete kindergarten on the main floor has a fireplace and a built-in playhouse scaled to five- and six-year-old height. A small workshop is separated from the main room by a glass enclosure, so the children can hammer and saw without disturbing the main group, and also, so the teacher can see what is happening. The kindergarten occupies an L-shaped area the size of two classrooms at the southeast corner of the building. One portion is used for games, the other for group activity. Over the coatroom is a small balcony for children who want to watch their companions at play. The kindergarten has its own entrance leading to a separate playground at the east end of the building.

### Administrative Facilities

Administrative offices are conveniently located to the left of the main entrance. This section consists of a waiting room, outer office, and the program control room, equipped with dual control and an open communication channel that reaches the entire building. Programs can be set automatically by means of a master clock. Auxiliary equipment includes a record cutter and a tape recorder and playback. Television wiring has also been provided, for the school was planned for fifty years of future expansion. Opening into the outer office is a walk-in vault, 4 by 8 ft. in



On each floor, the lavatories are located off the side halls to keep the front corridor free of lines of children. At the west end, the corridor partition is actually a false wall that forms one side of a long utility room in which are many shelves, drawers, and cupboards for teaching supplies and equipment. One entrance to the utility room is from the side hall, making supplies readily accessible, and eliminating the need for corridor cupboards. A second door at the far end of the

size. Additional storage space is afforded by shelves and cupboards on the office side of the counter separating the waiting room from the outer office, another example of the wise utilization of all space.

To the right of the office is the administrative, or principal's suite. This has a second entrance from a short vestibule leading to a corner conference room spacious enough to accommodate the twenty teaching Sisters and five practice teachers from the diocesan teachers college that make up the school's staff. The room is furnished with a handsome custom-made mahogany table, 5 ft. wide and 16 ft. long, and there are matching mahogany chairs. St. Luke's is the only grade school in the city to have such a room where the teachers can meet for discussion and co-ordination of school programs. The innovation has created deep interest among school administrators, many of whom have brought their architects to see it with a view of incorporating a similar room in other new school buildings.

room opens to the stairway and the waste-paper and dust chutes. Control valves for lavatory plumbing are also located in the utility rooms to assure ready access for adjustments.

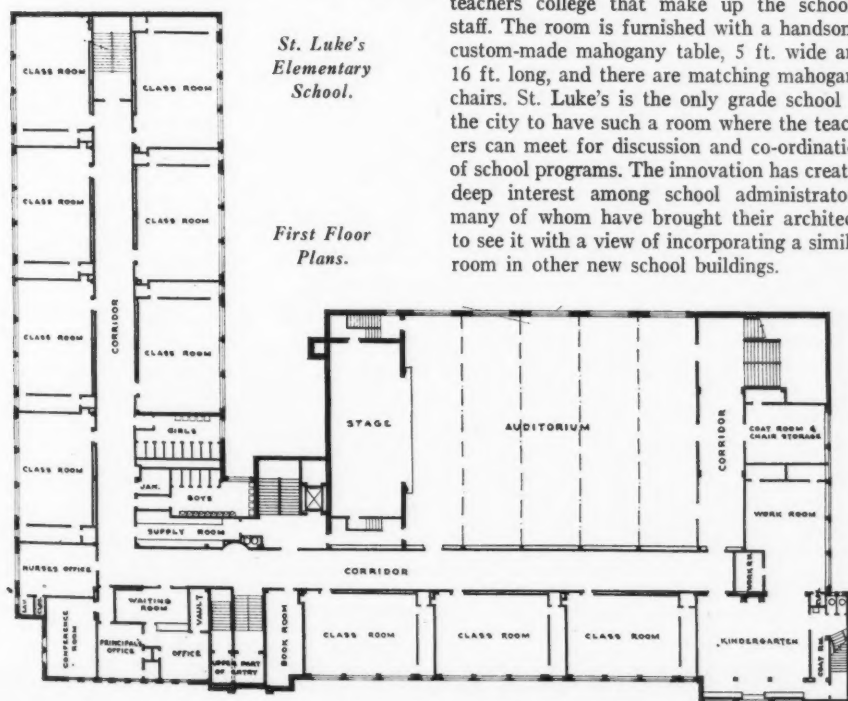
### And a Library

The library on the second floor is outstanding in every sense of the word. The main room is about 25 by 50 ft., and has open bookshelves, glazed display cases, four bulletin boards, and a long window seat at the west end. At the opposite end is a raised platform with two 6-in. steps and a counter for the convenience of the Sisters. The made-to-order furniture is all red oak with a blonde finish. There are 7 tables, 42 inches wide and 10 feet long, at which eight children can sit. Table legs have burnished metal guards to prevent marring. The charging desk is particularly beautiful with its harmonizing top of permanent plastic. It, too, has cupboards, drawers, and shelving.

Completing the library suite is a 9 by 26 ft. book storage room; an 11 by 13 music record room; and an 11 by 12 workroom. The school has about 5000 volumes in circulation, and these are supplemented by loans from the public library. Classes spend one hour in the library each day with their own teachers.

### The Auditorium

The auditorium on the main floor has a seating capacity of 800, a balcony, and a well-equipped stage 20 ft. deep and 50 ft. wide. Underneath the stage is storage space for folding chairs. The ceiling, 27 ft. high, is a bared design. This would have presented something of a problem in acoustical treatment with preformed material; but the curved con-





*A fireplace, a built-in playhouse, and plenty of toys keep the kindergarten children happy in St. Luke's School.*

tours could be followed easily and with precision with the use of vermiculite acoustical plastic. The auditorium windows are of glass block.

#### The Cafeteria

The cafeteria in the basement is 62 by 118 ft., large enough to seat 600 if required. Adjoining it is the spacious kitchen, 18 ft. 7 in. by 21 ft. 7 in., with its own walk-in cold storage and dry storage rooms. Equipment includes stainless steel dish racks, an automatic dishwasher, gas range, refrigerator, and freezer unit. The bake room is all stainless steel equipped. An exhaust fan carries off steam and kitchen odors.

Food is served directly from the kitchen steam table over a counter that can be closed off from the dining room with folding curtains. The cafeteria has its own outside entrance off the main entrance foyer, making it unnecessary to go through the school proper at any time.

#### Heating and Ventilation

The heating system is steam with continuous fin radiation in cabinets under windows. Ventilation and temperature control are automatic in each classroom. In winter, fresh air is brought in through a grill under the windows, and heated by steam coils. In summer, a blower brings in outside air.

The front grounds of the school are sodded with heavy blue grass set on 4 inches of black loam. The playground in the rear has a base of crushed rock covered with 4 inches of asphaltic concrete. St. Luke's has exceptionally fine organization of its playground activities, which has called forth many admiring comments.

The present enrollment of the school is 925, in charge of the Sisters of St. Joseph.

### BUILDING NEWS

#### In Arkansas

##### St. Joseph's, Conway

A new building, St. Joseph's High School, has been in use since September, 1951. The building is a one-story rectangular structure with an open court or patio in the center which provides light from two sides for every classroom. There are four main classrooms with additional rooms for library, science, typing, kitchen and cafeteria, and manual training. All the classrooms have wall windows extending to the ceiling as well as a bank of windows set up high in the inside wall and over the dropped corridor ceiling to create a secondary source of natural light. Automatically controlled radiant heating insures an even temperature within the building.

The exterior of the building follows simple contemporary lines with the main entrance accentuated by a portico of brick piers; one pier continues through the roof to form a pylon topped with a cross.

#### In California

##### St. Jane Frances de Chantal, North Hollywood

A new school building was dedicated February 24, 1952, by Bishop Manning. The school, in contemporary architectural style, is of gunite reinforced concrete construction. The four classrooms are large and airy and accommodate 230 pupils. Beneath the classroom area is a large basement-auditorium which will seat at least 700 persons. Cafeteria facilities include the latest and most convenient equipment.

##### St. Benedict's, Montebello

A nine-classroom building was dedicated February 17, 1952, as an addition to St. Benedict's School. Like the original, the new building is of reinforced brick and concrete construction with a modified Mediterranean architectural style. The addition also includes, besides the nine classrooms, a faculty room, library, and first-aid room.

#### In New York

##### St. Sebastian's, Woodside

Plans are under way to convert Loew's Woodside Theater into a church, it is announced. The

removal of the marquee and renovations to the lobby and stores will give prominence to the entrance façade. Principal features of the redesigned interior will include a main altar, side altars, Stations of the Cross, pews, choir gallery, baptistry, air conditioning, and new lighting. Church capacity will be 2000 persons.

A building fund campaign is in progress, providing funds for the church, an addition to the present school, and conversion of the present auditorium-church to a parish hall.

#### In Wisconsin

##### SS. Peter and Paul, Green Bay

The new SS. Peter and Paul School, largest and most modern school in the Diocese of Green Bay, opened its doors to 800 students on March 4, 1952.

The three-story building is 203 feet long and 63 feet wide; it is constructed of Indiana limestone. Vestibules, lobbies, corridors, stairs, and landings have floors of either brown ceramic tile or tan asphalt tile. Ceilings are of acoustical plaster. Each classroom has five large windows and three rows of fluorescent lights. Movable seating permits grouping within the classroom. Provisions have been made for television reception in the future.

The first floor has seven classrooms, a reception room for visitors, principal's and superintendent's offices, and other small offices for doctors, nurses, and the Sisters. The second floor has eight classrooms, a library, and washrooms. Four classrooms are completed on the third floor with four more to be finished, and an area is allowed for project rooms also.

Total cost of the structure is \$744,000. Formal dedication will take place this spring.

#### In Japan

##### Nagasaki High School, Nagasaki

Contributions from Americans will help build a Catholic high school near the site where U. S. fliers dropped the atomic bomb on Nagasaki, August 9, 1945. It will be built at the request of Bishop Paul Yamaguchi and will be administered by members of the Society of the Divine Word, whose American headquarters are at Techny, Ill.

#### In Korea

##### St. Joseph's, Masan

A two-story elementary school building, built with funds donated by the 11th Marine Regiment, is nearing completion. Upon the suggestion of the Korean pastor of St. Joseph's parish, the 11th Marines contributed to a "permanently constructive" memorial to those men of the 11th Marines who gave their lives in Korea, coupled with a desire to "do something that will rebuild Korea." Marines of all denominations helped.

#### Emergency Teacher Training

An intensive, eight-week summer session is planned by the Connecticut State Teachers Colleges as an emergency training program for elementary school teachers. The course will enable college graduates to realize a teaching profession even though their interest in teaching was aroused after graduation; the course will be open to graduates of approved four-year colleges and universities.

Those who successfully complete the summer program and are recommended by one of the teachers colleges will be issued a one-year temporary emergency permit, which may be renewed annually according to the teacher's services.

The four Connecticut teachers colleges engaging this program are Danbury, New Britain, New Haven, and Willimantic.



## Audio-Visual Aids

(Continued from page 8A)

**AlmanacFlms.** 10 min. Sound, black and white. (John Kieran's Kaleidoscope ser.) Jr. H., Sr. H., Col., Adu.

**Beginning Responsibility: Taking Care of Things**

*Coronet.* 10 min. Sound, black and white, color. Prim., Adu.

**The Big Kitchen**

*ModernTP.* 25 min. Sound, color. Free-loan. Elem., Jr. H., Sr. H., Col., Adu.

**Birth of a Painting**

*Bouchard.* 35 min. Sound, color. Purchase apply, rent. Jr. H., Sr. H., Col., Adu.

**British International (Harmsworth)**

**Trophy Race**

*Anderson&Co., Robt.* Sound, color. Rent. Adu.

**Bryce Canyon National Park**

*Barr.* 5 min. Sound, black and white, color. Elem., Jr. H., Sr. H., Col., Adu., Guide.

**John Calhoun**

*EBF.* 20 min. Sound, black and white. Rent. Jr. H., Sr. H., Col., Adu., Guide.

**Care of Hair and Nails**

*EBF.* 11 min. Sound, black and white. Rent. Prim., Elem., Guide.

**Case of Tommy Tucker**

*ModernTP.* 23 min. Sound, black and white. Jr. H., Sr. H., Col., Adu.

**The Challenge**

*MarchofTime.* 30 min. Sound, black and white. Jr. H., Sr. H., Col., Adu., Guide.

**Christmas in Sweden**

*FilmsofNations.* 14 min. Sound, black and white, color. Rent. Elem., Jr. H., Sr. H., Col., Adu.

**Citizen Firemen**

*MarchofTime.* 19 min. Sound, black and white. Sr. H., Col., Adu.

**Close-up of Nylon**

*DuPont.* 22 min. Sound, color. Free-loan. Sr. H., Col., Adu.

**Clouds**

*AlmanacFlms.* 10 min. Sound, black and white (John Kieran's Kaleidoscope ser.) Jr. H., Sr. H., Col., Adu.

**Color Keying in Art and Living**

*EBF.* 11 min. Sound, color. Rent. Jr. H., Sr. H., Guide.

**Mr. Craig Has the Floor**

*Johns-Manville.* 1942 (rev. 1951). 30 min. Sound, color. Free-loan. Sr. H., Col., Adu.

**Crossroads of Life**

*UNFlmDiv.* 33 min. Sound, black and white. Rent. Col., Adu.

**Crucifixion**

*Brandon.* 15 min. Sound, color. Lease apply; rent apply. Sr. H., Col., Adu.

**Current Electricity (6 films)**

*EBF.* Sound, black and white. Jr. H., Sr. H., Col., Adu., Guide.

**A Day of Thanksgiving**

*YoungAmerica.* 13 min. Sound, black and white. Elem., Jr. H., Sr. H., Col., Adu., Guide.

**Designs for a Homemaker**

*ModernTP.* 17 min. Sound, color. Free-loan. Jr. H., Sr. H., Col., Adu.

**Developing Self-Reliance**

*Coronet.* 10 min. Sound, black and white, color. Jr. H., Sr. H.

**Do Better on Your Examinations**

*Coronet.* 10 min. Sound, black and white, color. Jr. H., Sr. H., Col., Adu.

**Down the Dalmatian Coast**

*YugoslavInfCtr.* 10 min. Sound, color. Rent. Jr. H., Sr. H., Col., Adu.

**Duck Hunters' Dilemma**

*MinnU.* 20 min. Sound, color. Jr. H., Sr. H., Col., Adu.

**Earth**

*Gateway.* 10 min. Sound, black and white. (Gateway primary science ser.) Rent. Pri.

**Effective Criticism**

*Coronet.* 10 min. Sound, black and white, color. Jr. H., Sr. H., Col., Adu.

**Eight Infants: Tension Manifestations in Response to Perceptual Stimulation**

*NYU.* 30 min. Silent, black and white. Rent. Col., Adu., Guide.

**Electricity**

*Gateway.* 10 min. Sound, black and white. (Gateway primary science ser.) Rent. Pri.

**Elisabeth**

*Cinema16.* 15 min. Sound, black and white. Rent apply. Col., Adu.

**Embryology of Human Behavior**

*IntFlmBur.* 28 min. Sound, color. Rent. Col., Adu.

**Emil und die Detektive**

*IntFlmBur.* 1934 (rev. 1951). 1 hr., 17 min. Sound, black and white. 10-yr. lease, rent apply.

**Erosion**

*Gateway.* 10 min. Sound, black and white. (Gateway primary science ser.) Rent. Pri.

**Escape (Flugten)**

*Cinema16.* 9 min. Sound, black and white. Rent apply. Col., Adu.

**Fantasy**

*ArtistsFlmsInc.* 10 min. Sound, color. Elem., Jr. H., Sr. H., Col., Adu.

**Fate of a Child**

*UNFlmDiv.* 17 min. Sound, black and white. Rent. Sr. H., Col., Adu.

**The Federal Government (plan of organization)**

*Coronet.* 13 min. Sound, color, black and white. Jr. H., Sr. H., Col., Adu.

**Feltboard in Teaching**

*WayneU.* 9 min. Sound, color. Rent. Col., Adu., Guide.

**Fire**

*Gateway.* 10 min. Sound, black and white. (Gateway primary science ser.) Rent. Pri.

**Fire! Patty Learns What to Do**

*Frith.* 16 min. Sound, color. Elem., Guide.

**First Aid (6 films)**

*EBF.* Sound, black and white. Jr. H., Sr. H., Col., Adu., Guide.

**Food for Thought**

*AssnFlms.* 22 min. Sound, color. Free-loan. Jr. H., Sr. H., Col., Adu.

**Food That Builds Good Health**

*Coronet.* 10 min. Sound, black and white, color. Elem., Jr. H., Col., Adu., Guide.

**For Good or Evil**

*Cathedral.* 45 min. Sound, black and white. Rent. Jr. H., Sr. H., Col., Adu., Guide.

**Four Ways to Drama**

*CalifU-FilmSalesDept.* 33 min. Sound, black and white. Rent. Col., Adu.

**Freezer Way to Better Living**

*Nash-Kelvinator.* 19 min. Sound, color. Free-loan. Sr. H., Col., Adu.

**French Influences in North America**

*Coronet.* 10 min. Sound, black and white, color. Elem., Jr. H., Sr. H., Col., Adu., Guide.

**The Friendly Way**

*AT&T.* 23 min. Sound, black and white. Free-loan. Adu.

**Frontier Parson in Humble Heart**

*Hack.* 25 min. Sound, black and white, color. (Frontier Parson ser.) Rent. Elem., Jr. H., Sr. H., Col., Adu.

**Functions of a City**

*Progressive.* 11 min. Sound, black and white. Rent. Jr. H., Sr. H., Col., Adu.

**Fur Trapper of the North**

*EBF.* 10 min. Sound, color. Rent. Elem., Jr. H., Guide.

**Geography of New England**

*Coronet.* 10 min. Sound, black and white, color. Elem., Jr. H., Sr. H.

**Geysers and Hot Springs**

*Barr.* 11 min. Sound, black and white, color. Elem., Jr. H., Sr. H., Col., Adu.

**A Glimpse of the Past**

*IndU and EdFlmLibAssn.* 10 min. Sound, black and white, color. Elem., Jr. H., Guide.

**Going Steady**

*Coronet.* 10 min. Sound, black and white, color. Jr. H., Sr. H., Col., Adu.

**Golden Anniversary**

*LawrenceCamera.* 1 hr., 45 min. Sound, black and white. Rent. Jr. H., Sr. H., Col., Adu.

**Grasslands Farming**

*MarchofTime.* 13 min. Sound, black and white. Sr. H., Col., Adu.

**The Great Lakes (3 films)**

*EBF.* Sound, color. Elem., Jr. H., Sr. H., Guide.

**Great Winds (general circulation)**

*UW-Educ.* 10 min. Sound, black and white, color. (Physical and mathematical geography ser.) Elem., Jr. H., Sr. H.

**Great Winds (distribution of pressure and winds)**

*UW-Educ.* 10 min. Sound. Black and white, color. (Physical and mathematical geography ser.) Elem., Jr. H., Sr. H.

**Greek Children**

*EBF.* 16 min. Sound, black and white. Rent. Pri., Elem., Jr. H., Sr. H., Guide.

**Green Vagabonds**

*AlmanacFlms.* 10 min. Sound, black and white. (John Kieran's Kaleidoscope ser.) Jr. H., Sr. H., Col., Adu.

**Growing Girls**

*EBF.* 13 min. Sound, black and white. Rent. Jr. H., Sr. H., Col., Adu.

**The Growing Years**

*AssnFlms. and GirlScouts.* 20 min. Sound, black and white. Rent. Jr. H., Sr. H., Col., Adu.

**Growth Industry**

*Modern TP.* 38 min. Sound, color. Free-loan. Sr. H., Col., Adu.

**Guard Your Heart**

*Bray.* 27 min. Sound, black and white. Sr. H., Col., Adu.

**Alexander Hamilton**

*EBF.* 20 min. Sound, black and white. Rent. Jr. H., Sr. H., Col., Adu., Guide.

**Hansel and Gretel**

*AustinProd.* 59 min. Sound, color. Rent apply. Pri., Elem., Jr. H.

**The Harpsichord**

*AlmanacFlms.* 10 min. Sound, black and white. (John Keiran's Kaleidoscope ser.) Jr. H., Sr. H., Col., Adu.

**Harvesting Seeds of Plenty**

*Case.* 10 min. Sound, color. Free-loan. Sr. H., Col., Adu.

**The Heart**

*AlmanacFlms.* 10 min. Sound, black and white. (John Keiran's Kaleidoscope ser.) Jr. H., Sr. H., Col., Adu.

**Heredity and Environment**

*Coronet.* 10 min. Sound, black and white, color. Jr. H., Sr. H., Col., Adu.

**High School Bands Day at the University of Michigan**

*MichU.* 8½ min. Sound, color. Rent. Elem., Jr. H., Sr. H., Col., Adu.

**History Brought to Life**

*TFC.* 10 min. Sound, black and white. 10-yr. Lease. (Movies and You ser.) Jr. H., Sr. H., Col., Adu.

**How Do You Know It's Love**

*Coronet.* 12½ min. Sound, black and white, color. Sr. H., Col., Adu.

**How Friendly Are You**

*Coronet.* 10 min. Sound, black and white, color. Elem., Jr. H.

**Hunter College**

*ArtistsFlmsInc.* 12½ min. Sound, black and white. Sr. H., Col., Adu.

**Improve Your Personality**

*Coronet.* 10 min. Sound, black and white, color. Sr. H., Col., Adu.

**Industry's Greatest Heritage**

*Nash-Kelvinator.* 19 min. Sound, color. Free-loan. Sr. H., Col., Adu.

**The Infinite Universe**

*AlmanacFlms.* 10 min. Sound, black and white. (John Keiran's Kaleidoscope ser.) Jr. H., Sr. H., Col., Adu.

**Iron-Product of the Blast Furnace**

*Academy.* 11 min., sound, black and white, color. Rent. Jr. H., Sr. H., Col.

**It's Fun to Read Books**

*Coronet.* 10 min. Sound, black and white, color. Elem., Jr. H.

**It Adds Up to an Unbeatable Buy**

*Nash-Kelvinator.* 35 min. Sound, color. Free-loan. Sr. H., Col., Adu.

**Jack Pine Journey**

*CanPacRy.* 20 min. Sound, color. Free-loan. Jr. H., Sr. H., Col., Adu.

**Andrew Jackson**

*EBF.* 20 min. Sound, black and white. Rent. Jr. H., Sr. H., Col., Adu., Guide.

**Jaipur (Rajasthan)**

*IndiaInf.* 10 min. Sound, black and white. Rent. Sr. H., Col., Adu.

**Jerusalem—The Holy City**

*EBF.* 11 min. Sound, color. Rent. Jr. H., Sr. H., Col., Adu., Guide.

**Norman Dello Joio**

*ArtistsFlmsInc.* 12½ min. Sound, black and white. Elem., Jr. H., Sr. H., Col., Adu.

**Kentucky Derby Story**

*McGraw-Hill.* 16 min. Sound, black and white. 10-yr. lease. (This is America ser.) Elem., Jr. H., Sr. H., Col., Adu.

**Labor and Delivery**

*MedicalFlmsInc.* 18 min. Sound, black and white. Rent. Col., Adu.

**Lafcadio**

*Cinema16.* 16 min. Sound, black and white. Rent apply. Col., Adu.

**La Paz**

*CourneyaProd.* 12½ min. Sound, black and white, color. Rent. Jr. H., Sr. H., Col., Adu.

**Lassen Volcanic National Park**

*Barr.* 5 min. Sound, black and white, color. Elem., Jr. H., Sr. H., Col., Adu., Guide.

**Learning About the Past**

*IndU and EdFlmLibAssn.* 10 min. Sound, black and white, color. Sr. H., Guide.

**Learn to Argue Effectively**

*Coronet.* 10 min. Sound, black and white, color. Jr. H., Sr. H., Col., Adu., Guide.

**Library Organization**

*Coronet.* 10 min. Sound, black and white, color. Jr. H., Sr. H., Col.

**Light and Heat**

*Gateway.* 10 min. Sound, black and white. (Gateway primary science ser.) Rent. Pri.

**Lima—Capital of Peru**

*PanAmUnion.* 10 min. Sound, color. Jr. H., Sr. H., Col., Adu.

**Literature Appreciation: English****Lyrics**

*Coronet.* 10 min. Sound, black and white, color. Jr. H., Sr. H., Col., Adu., Guide.

**Little Gray Neck**

*Official.* 20 min. Sound, color. Pri., Elem.

**Little Red Riding Hood**

*Official.* 10 min. Sound, color. Pri., Elem.

**Live and Learn**

*Davis, Sid.* 13 min. Sound, black and white. Pri., Elem., Jr. H.

**Look to the Skies**

*USAirForce.* 18 min. Sound, black and white. Free-loan. Sr. H., Col., Adu.

**The Magic Box**

*ModernTP.* 30 min. Sound, color, Free-loan. Sr. H., Col., Adu.

**Magic of Lumber**

*West Coast Lumbermen's Assn.* 22 min. Sound, color. Free-loan. Sr. H., Col., Adu.

**Make Your Own Decisions**

*Coronet.* 10 min. Sound, black and white, color. Jr. H., Sr. H., Col., Adu.

**Making Theatrical Wigs**

*CalifU-FilmSalesDpt.* 11 min. Sound, black and white. Rent. Sr. H., Col., Adu., Guide.

**Manufacture of Stainless Bars and Wire**

*AlleghenyLudlum.* 27 min. Sound, color. Free-loan. Sr. H., Col., Adu.

**Manufacture of Stainless Strip**

*AlleghenyLudlum.* 20 min. Sound, color. Free-loan. Sr. H., Col., Adu.

**Maps and Their Uses**

*Coronet.* 10 min. Sound, black and white, color. Jr. H., Sr. H., Guide.

**John Marshall**

*EBF.* 20 min. Sound, black and white. Rent. Jr. H., Sr. H., Col., Adu., Guide.

**Marriage Is a Partnership**

*Coronet.* 15 min. Sound, black and white, color. Sr. H., Col., Adu.

**Meet the Waterfowl**

*MichDptConsrv.* 15 min. Sound, color. Free-loan. Elem., Jr. H., Sr. H., Col., Adu.

**Melody of Faith**

*IntlRel&EdFlms.* 1 hr. Sound, color. Rent apply. Sr. H., Adu.

**Microbes**

*AlmanacFlms.* 10 min. Sound, black and white. (John Keiran's Kaleidoscope ser.) Jr. H., Sr. H., Col., Adu.

**Joan Miro Makes a Colored Print**

*Bouchard.* 20 min. Sound, color. Purchase apply, rent. Jr. H., Sr. H., Col., Adu.

**Modern Football**

*AssnFlms and Official.* 28 min. Sound, black and white. Purchase apply, rent. Jr. H., Sr. H., Col., Adu.

**Music of Chopin**

*ArtistsFlmsInc.* 10 min. Sound, black and white. Elem., Jr. H., Sr. H., Col., Adu.

**My Father's House**

*USGypsumCo.* 59 min. Sound, color. Free-loan. Sr. H., Col., Adu.

**Native Arts of Old Mexico**

*PanAmUnion.* 20 min. Sound, black and white. Elem., Jr. H., Sr. H., Col., Adu.

**The New Birth**

*GraceFlms.* 10 min. Sound, black and white. Rent. Jr. H., Sr. H., Col., Adu., Guide.

**North Carolina, Variety Vacation-Land**

*NorthCarolinaU.* 22 min. Sound, color. Free-loan. Elem., Jr. H., Sr. H., Adu.

**Object Lesson**

*Cinema16.* 12 min. Sound, black and white. Rent apply. Col., Adu.

**Oil Today, Power Tomorrow**

*Frith.* 16 min. Sound, color. Elem., Jr. H., Guide.

**On Stage**

*MarchofTime.* 18 min. Sound, black and white. Sr. H., Col., Adu., Guide.

**On the Track**

*PrincetonFlmCtr.* and *MoviesUSA.* UW-Sponsored. 16 min. Sound, color. Free-loan. Elem., Jr. H., Sr. H., Col., Adu.

**Other Fellow's Feelings**

*Young America.* 10 min. Sound, black and white. Elem., Jr. H., Guide.

**Our Father's Faith**

*GraceFlms.* 17 min. Sound, black and white. Lease apply, rent. Elem., Jr. H., Sr. H., Col., Adu.

**Our Golden Gift**

*AmButterInst.* 30 min. Sound, color. Free-loan. Jr. H., Sr. H., Col., Adu.

**Our Inheritance From the Past**

*Coronet.* 10 min. Sound, black and white, color. Jr. H., Sr. H., Guide.

**Our Lady of the Cape**

*QueTour&Pub-Bur.* 20 min. Sound, color. Free-loan. Jr. H., Sr. H., Col., Adu.

**Paganini Caprices**

*ArtistsFlmsInc.* 10 min. Sound, black and white. Elem., Jr. H., Sr. H., Col., Adu.

**Peruvian Archeology**

*PanAmUnion.* 10 min. Sound, color. Jr. H., Sr. H., Col., Adu.

**Pinkerton Man**

*McGraw-Hill.* 15 min. Sound, black and

white. 10-yr. lease. (This is America ser.) Sr. H., Col., Adu.

#### Planning for Success

*Coronet*. 10 min. Sound, black and white, color. Jr. H., Sr. H., Col., Adu.

#### Plant Reactions

*Academy*. 11 min. Sound, color. Sr. H., Col.

#### Plastics

*AlmanacFlms*. 10 min. Sound, black and white. (John Kieran's Kaleidoscope ser.) Jr. H., Sr. H., Col., Adu.

#### Play Ball!

*McGraw-Hill*. 14 min. Sound, black and white. 10-yr. lease. (This is America ser.) Elem., Jr. H., Sr. H., Col., Adu.

#### Plume Dances (2 parts)

*Perry-Mansfield*. 30 min. Silent, color. Rent. Sr. H., Col., Adu.

#### Poles at Work and Play

*Films of Nations*. 19½ min. Sound, black and white. Rent. Jr. H., Sr. H., Col., Adu.

#### Pompeii and Vesuvius

*EBF*. 11 min. Sound, color. Rent. Jr. H., Sr. H., Col., Adu., Guide.

#### Ponds

*AlmanacFlms*. 10 min. Sound, black and white. (John Kieran's Kaleidoscope ser.) Jr. H., Sr. H., Col., Adu.

#### Pre-School Incidents (No. 1) When Should Grown-ups Help?

*NYU*. 13 min. Sound, black and white. (Studies of normal personality development ser.) Rent. Col., Adu.

#### Pre-School Incidents (No. 2) And Then

##### Ice Cream

*NYU*. 10 min. Sound, black and white. (Studies of normal personality development ser.) Rent. Col., Adu.

#### Projecting Motion Pictures

*CalifU-FilmSalesDpt*. 10 min. Sound, black and white. Rent. Jr. H., Sr. H., Col., Adu.

#### Public Opinion in Our Democracy

*Coronet*. 10 min. Sound, black and white, color. Jr. H., Sr. H., Col., Adu.

#### Pursuit of Happiness

*WorkersEdBur*. 35 min. Sound, color. Rent. Adu.

#### Red Cross Report

*UW-Sponsored*. 11½ min. Sound, black and white. Free-loan. Sr. H., Col., Adu.

#### Republic of Peru

*PanAmUnion*. 10 min. Sound, color. Elem., Jr. H., Sr. H., Col., Adu.

#### Rescue Squadron

*McGraw-Hill*. 17 min. Sound, black and white. (This is America ser.) 10-yr. lease. Sr. H., Col., Adu.

#### Roads to Hell

*Bouchard*. 22 min. Silent, black and white. Rent. Sr. H., Col., Adu.

#### Rodney

*NatTB*. 10 min. Sound, color. Free-loan. Sr. H., Col., Adu., Guide.

#### Rome—City Eternal

*EBF*. 11 min. Sound, color. Rent. Jr. H., Sr. H., Col., Adu., Guide.

#### Room Studies No. 1-3

*Cinema16*. 7 min. Sound, black and white. Rent apply. Col., Adu.

#### Run, Sheep, Run

*Official*. 20 min. Sound, color. Elem., Jr. H., Sr. H., Col., Adu.

#### Sails in the Wind

*AlmanacFlms*. 10 min. Sound, black and white. (John Kieran's Kaleidoscope ser.) Jr. H., Sr. H., Col., Adu.

#### The Saxophone in Concert

*ArtistsFlmsInc*. 10 min. Sound, black and white. Elem., Jr. H., Sr. H., Col., Adu.

#### Schools March On

*March of Time*. 18 min. Sound, black and white. Sr. H., Col., Adu.

#### Scientific Floor Sealing

*HuntingtonLabInc*. 29 min. Sound, black and white. Free-loan. Adu.

#### Film Actors

*TFC*. 10 min. Sound, black and white. (Movies and You ser.) 10-yr. lease. Sr. H., Col., Adu., Guide.

#### Sculpture

*AlmanacFlms*. 10 min. Sound, black and white. (John Kieran's Kaleidoscope ser.) Jr. H., Sr. H., Col., Adu.

#### The Sea, My Native Land

*UNFlmDiv*. 11 min. Sound, black and white. Rent. Sr. H., Col., Adu.

#### Sea Zoo

*AlmanacFlms*. 10 min. Sound, black and white. (John Kieran's Kaleidoscope ser.) Jr. H., Sr. H., Col., Adu.

#### See Better: Healthy Eyes

*Coronet*. 10 min. Sound, black and white, color. Pri., Elem.

#### Self-Preservation in an Atomic Attack

*UW-Govt*. 18 min. Sound, black and white. Jr. H., Sr. H., Col., Adu.

#### William Shakespeare: Background for

##### His Works

*Coronet*. 14 min. Sound, black and white, color. Jr. H., Sr. H., Col., Adu.

#### 'She' and Moon Dance

*Bouchard*. Silent, black and white. Rent. Sr. H., Col., Adu.

#### Social Courtesies

*Coronet*. 10 min. Sound, black and white, color. Jr. H., Sr. H.

#### Solar System

*Coronet*. 10 min. Sound, black and white, color. Elem., Jr. H., Sr. H., Adu.

#### Some Observations Concerning the Phenomenology of Oral Behavior in Small Infants

*NYU*. 20 min. Silent, black and white. Rent. Col., Adu., Guide.

#### Sound

*Gateway*. 10 min. Sound, black and white. (Gateway primary science ser.) Rent. Pri.

#### South Pacific Island Children (Life in Fiji)

*EBF*. 11 min. Sound, color. Rent. Pri., Elem., Jr. H., Guide.

#### So You Work in New York

*NYStDpt*. Comm. 15 min. Sound, black and white. Free-loan. Sr. H., Col., Adu.

#### Speaking of Rubber

*USRubber*. 27 min. Sound, black and white. Free-loan. Elem., Jr. H., Sr. H., Col., Adu.

#### Spiritual Rearmament

*NatBiblePress*. 12 min. Sound, black and white. Free-loan. Adu.

#### The Steps of Age

*IntFlmBur*. 25 min. Sound, black and white. Adu.

#### Storage Curing of Baled Hay

*Case*. 15 min. Sound, color. Free-loan. Sr. H., Col., Adu.

#### Story of Maple Syrup

*MichU*. 9 min. Sound, color. Rent. Elem., Jr. H.

#### Streams and Whirlpools

*AlmanacFlms*. 10 min. Sound, black and white. (John Kieran's Kaleidoscope ser.) Jr. H., Sr. H., Col., Adu.

#### Survival Under Atomic Attack

*UW-Castle*. 9 min. Sound, black and white. Jr. H., Sr. H., Col., Adu.

#### Symphony of the Arts

*NatMusicCamp*. 23 min. Sound, color. Free-loan. Jr. H., Sr. H., Col., Adu.

#### Thanks for Listening

*AT&T*. 20 min. Sound, black and white. Free-loan. Sr. H., Col., Adu.

#### Third Missionary Journey

*Cathedral*. 30 min. Sound, black and white. (Life of St. Paul ser.) Rent. Jr. H., Sr. H., Col., Adu., Guide.

#### This Is Little League

*USRubber*. 30 min. Sound, black and white. Free-loan. Elem., Jr. H., Sr. H., Col., Adu.

#### This Is the United Nations (4 parts)

*UNFlmDiv*. 1950-1. Black and white. Rent. Sr. H., Col., Adu.

#### This Is West Point

*USArmy*. 28 min. Sound, black and white. Free-loan. Sr. H., Col., Adu.

#### This Theatre and You

*TFC*. 10 min. Sound, black and white. (Movies and You ser.) 10-yr. lease. Sr. H., Col., Adu.

#### Three Paintings by Hieronymus Bosch

*Brandon*. 10 min. Sound, color. Lease apply, rent apply. Sr. H., Col., Adu.

#### Thundering Rails

*MoviesUSA* and *PrincetonFlmCtr*. UW-sponsored. 18 min. Sound, black and white. Free-loan. Elem., Jr. H., Sr. H., Col., Adu.

#### Tides

*AlmanacFlms*. 10 min. Sound, black and white. (John Kieran's Kaleidoscope ser.) Jr. H., Sr. H., Col., Adu.

#### Toulouse-Lautrec

*RiethofProd*. 25 min. Sound, color. Purchase apply. Col., Adu.

#### Trading Post

*McGraw-Hill*. 15 min. Sound, black and white. (This is America ser.) 10-yr. lease. Sr. H., Col., Adu.

#### Treasure From the Sea

*USBurMines*. 11 min. Sound, color. Free-loan. Adu.

#### Two for the Money

*RemingtonArmsCo*. 30 min. Sound, color. Free-loan. Sr. H., Col., Adu.

#### Ultra-Sound

*AlmanacFlms*. 10 min. Sound, black and white. (John Kieran's Kaleidoscope ser.) Jr. H., Sr. H., Col., Adu.

#### Understanding Movies

*TFC*. 17 min. Sound, black and white. 3-yr. lease; 10-yr. lease. Jr. H., Sr. H., Col., Adu., Guide.

#### Understanding the Swiss

*AssocFlm-Artists*. 10 min. Sound, color. Jr. H., Sr. H., Guide.

(Concluded on page 48A)



# The 49th National Convention of the National Catholic Educational Association

Edward A. Fitzpatrick, Ph.D.\*

The National Catholic Educational Association held its forty-ninth annual convention in the wonderful auditorium at Kansas City, Mo., April 15 to 18. It was well attended though not coming up to higher expectations. The well-planned exhibit hall had an excellent display of books and practically every other supplementary aid to education as well as essentials for school buildings and school transportation. The co-operation of the local authorities was hearty.

## Archbishop Keough States Theme

The convention had a theme: Catholic Education and the American Community. The President General, Archbishop Francis P. Keough of Baltimore, in his sermon at the opening Mass indicated what might have been the plan for the development of the theme of the Convention. "Before the Divine Teacher on our altar we dedicate ourselves to a study of Catholic education and the American community. During these days, we shall examine in all its innumerable ramifications the impact which Catholic education can and ought to have on the American community. Perhaps during these days, we will grasp the magnitude of the task that lies before us: the task of educating Catholics for an even greater share, yes, a preponderant share in the leadership of the American community: the task of leading the American community back to God; the task of convincing the American educators that the ideal of America is the American Catholic, the task of revitalizing those moral and spiritual values which are the soul of the American dream: the task of showing by indisputable deeds what we know so well that the supernatural can save the natural, the Church can save what is best in America, Catholic education can save American education."

## Further Definition of Theme

Nor were the possible meanings of the theme as listed by Father John J. Cavanaugh of Notre Dame, which he himself listed to reject, discussed.

"I have been asked to speak on some subject that fits under the heading of The Relationships of the Catholic College to the American Community. Conscious of the latitude allowed, I might treat of the Catholic making friend-getting speeches at luncheon clubs. I might set before you certain advantages that come from opening the doors of the college theater and auditorium to the neighbors of the campus, to the very important local people, and students of near-by

high schools. I might try to work out a pattern for the important relationships that must exist between the college and the alumni, between the college and newspapers, radio, and now, television. I might quickly present data on the night schools, industrial relations clinics, musical festivals fostered by Catholic colleges. I might try to assemble helpful experiences that suggest fund-raising techniques of special effectiveness for the hard-pressed private institutions of learning.

"But I feel all of these subjects, urgent as they may seem to be, are superficial and relatively unimportant compared with the opportunities that are now opened up to the Catholic college, to its faculty, students, and alumni to help do something about the education of the hundred and more million people in the United States who, by their votes, must run this country and who must learn to use humanly the new leisure that is available to them."

The proposal that such a program could be found in the Great Books was in the nature of anticlimax.

## The Treatment of the Theme

These were some of the possibilities of the subject. An editorial in the CATHOLIC SCHOOL JOURNAL in April indicated the opportunity of putting forward a concept of "community" which would be diametrically opposed to the National Education Association's definition with its totalitarian implication. So far as the main theme of the convention was concerned in its broader aspects it took on a defense against the attacks on Catholic and religious education. The keynoter, Dr. James M. O'Neill of Brooklyn College, answered the attack of President Conant and the officers of the American Association of School Administrators on the divisive character of religious education. In a sense this dealt with the community problem in its larger aspects. Father Clarence McAuliffe, a Jesuit of St. Mary's College, made, for the major seminary department, *Theological Analysis of Mr. Paul Blanchard's Attitude Toward the Church and Catholic Education*. Sister Mary Madeleva, C.S.C., took up the criticism of Agnes Meyer in the March, 1952, number of the *Atlantic Monthly*, "The Clerical Challenge to the Schools," summarized anew the favorable character of the 1947 report of the American Council on Education, and referred to Buckley of Yale who may not have all the right answers, but who asks the right questions—all of this leading up to the need for the study of theology in the Catholic College. Bishop Edwin V. O'Hara used the word "community" in the theme to pay a tribute to

religious communities to which Catholic education owes so much. And in the final meeting Father Paul Reinert, S.J., president of St. Louis University, took up the cudgels against a "soft pedagogy" which is mistakenly attributed to Dewey, and ended with a plea for a more co-operative and understanding attitude toward public education. What we are here saying is most clearly revealed with a strong positive note in Msgr. Hochwalt's public statement issued during the convention which is printed elsewhere in full.

## The Emphasis on Diversity of Education

There was no considered study or research underlying the discussion of the theme. The character of the program was more obviously intended to deal with the diversity of problems which are being faced in Catholic classrooms, and by an exchange of experience of persons in similar educational positions. There were meetings of college presidents (and, as in other cases, restricted to college presidents), deans and registrars, deans of graduate schools, high school principals or administrators, school superintendents, school supervisors. Besides the regular sessions of departments, there were specially arranged panels on subjects sometimes neglected: special education, reading area studies, and vocations. There was also a meeting to initiate a co-operative study among Catholic women's colleges, and a meeting of kindergartners. There were reports of numerous committees in the departments not based on serious and prolonged research but giving largely the benefit of practical experience.

## Parental Responsibilities in Education

Bishop Edwin V. O'Hara, the host of the convention, read a paper on the "School and the Community" at a general meeting which was a discussion of several problems of Catholic education: parental responsibilities; the function of the school in the guidance of the child; the teaching of reading as the acquisition of skills in reading with facility, comprehension, and satisfaction; the seven-grade elementary school in Kansas City, the process of Catholic high schools for boys and girls with a discussion of coeducation; and, as already noted, praise for the religious communities of teachers. Two things in Bishop O'Hara's paper are especially significant, one is the discussion of parental responsibilities; the other is the discussion of coeducation.

Bishop O'Hara's discussion is unlike much discussion of the Catholic parents' right to determine the education of their children where it is immediately assumed the Church or school will take care of that. He puts

\*Editor of the CATHOLIC SCHOOL JOURNAL and president of Mt. Mary College, Milwaukee, Wis.

emphasis on the Catholic doctrine of the grace received in the sacrament of matrimony; and his statements stand out in sharp relief among the descriptions in other statements of the moral deterioration and social disintegration of the family.

"In the Catholic philosophy of education the parental right and duty come first. Our Supreme Court gave voice to a legal maxim singularly in harmony with religious concepts, when in the Oregon school case, it ruled that parents have a claim prior to the state; 'a right coupled with the high duty' to direct the education of their children. The Catholic Church goes further in this direction. The right and duty of religious education rest directly with the parents. By the sacrament of marriage, God gives grace to husband and wife to enable them to perform this duty toward their children. This is a sacramental grace not given to bishops or priests or Brothers or Sisters, but to parents in the sublime sacrament of marriage. Let parents stir up within their souls the graces received in Christian marriage and they will not be wanting as Christian educators. I need not be told that many parents are not qualified by natural endowments or training for this task. I presume there are few of us who do not have duties, for the performance of which we must seek the aid of others. So it is with parents. They call the school to their aid—but the responsibility before God rests primarily with the parents, and only in the second place with the school. A great deal of the failure of education stems from the eagerness of schoolmen to accept, nay to claim, full responsibility for the education of youth. Such an assumption, dangerous and reprehensible in secular education, is particularly inexcusable in religious schools which teach such an exalted philosophy of marriage and family life.

"As I have said, the failure to enlink the parents in the ambient of the school is a double error. First, it permits the home to become a rival instead of an aid; to become a liability in the education process by its absorption in worldliness, thus contradicting everything the Catholic school is commissioned by the Church to teach. Secondly, it neglects to employ the tremendous reserves of intelligence and good will of which our Christian families are the treasury.

"I am no pessimist as I look out on the world today. I can hardly be accused of ignorance of the sin and misery and injustice which threaten to engulf us. But I know thousands of Catholic homes in which parents are fulfilling the obligations of Christian wedlock in a manner never excelled, if indeed ever equaled by so large a body of homes, in any period of history. If I know of the sin and worldliness of our times, I also know of the remedy given under the inspiration of the Holy Spirit by the action of the Blessed Pius X in opening to children and adults access to the Bread of Life in early and frequent Communion. In my own lifetime I have seen the transformation that has been wrought in Catholic family life, despite the multiplied allurements of worldliness. We have

a Pilot who governs the winds and the waves: 'Why are you fearful, O ye of little faith?' Let not our schools be afraid to associate intimately with themselves the fathers and mothers (for fathers are parents also) of such families in the mutual work of educating their children. Invaluable assistance in effecting this co-operation will be found in the Parent-Teacher Association."

#### Co-Education in Kansas City

Bishop O'Hara said the problem before him in Kansas City did not "really involve the question of coeducation." He stated the problem:

"First of all the question that confronted us was not whether we would have boys and girls in the same school, but whether we could finance sufficient high schools and thus provide religious training for all our children." He adds, "We did not choose co-education; we chose to have Catholic schools." And what is rare, he frankly faces the issue as raised in the Encyclical on Christian Education. He says:

"But I should be willing to go further. As

I have read the Papal encyclicals, I find the objection to coeducation to be that it gives the same education to boys as to girls—not to the fact that they are educated in day schools under the same roof. After all, boys and girls are reared under the same roof in Christian homes—and our day schools are only an extension of our Catholic homes. . . .

"I wish to issue a *caveat* against the easy assumption that what I have said militates univesally against the desirability of separate schools for boys and girls. To vindicate the thoroughly Catholic spirit of the mixed school under the conditions we have been considering, does not require one to be blind to advantages which may well be associated with schools in which the sexes are separately educated."

This is a new interpretation of the Pope's condemnation of coeducation as "false and harmful," of its "leveling promiscuity and equality" and of the need for distinction and separation of the sexes according to age and circumstances, particularly during that "delicate and decisive period of formation," adolescence.

## Some High Lights of the Convention

Some of the more significant high lights of the convention were:

1. Dr. James M. O'Neill's calm reiteration of the unsupported statements of Dr. Conant, and the insistent inquiry for the evidence. Dr. O'Neill's discussion of the problem was almost entirely from the viewpoint of a free society—a point of view which Dr. Conant could understand even if he could not understand the religious and supernatural point of view.

2. Dr. Francis M. Crowley, dean of the school of education of Fordham University, gave deeply religious discussion of the spirit of Catholic education and more particularly of the Catholic teacher.

3. Especially interesting was the reference of Sister Madeleva, of St. Mary's College, Indiana, to Dr. Conant and the Harvard School of Divinity which was written before the Boston outburst and which is therefore more highly significant. She points out "Harvard has been stirred within the past three months from its atrophy in religion. Seven million dollars have been appropriated to strengthen its divinity school to reclaim its position as 'a strong center of religious learning,' and to correct the arrant religious illiteracy among its undergraduates. President Conant considers this a long step in the way of correction. There are others." Would this be "divisive"?

4. The prolonged discussion by Dr. Paul Reinert, president of St. Louis University, was an earnest plea for Catholic educators to face their new responsibilities toward public

education in a constructive, sympathetic, and co-operative spirit. This was a fitting note for the conclusion of the convention.

5. Father John C. Cavanaugh, C.S.C., the University of Notre Dame, presented a critical acceptance of the Great Books program founded on a strange doctrine which must be stated in Father Cavanaugh's own words:

"I think Mr. Mortimer Adler is altogether right in saying that the brightest student at the best imaginable college—much better than any which now exists—with the most competent faculty and with a perfect course of studies . . . spending four years industriously, faithfully, and efficiently applying himself cannot be an educated man for the simple reason that the obstacle to becoming educated in school is an inherent and insurmountable one, namely, youth. The period of youth, at whatever age it is placed, is ordinarily a period of irresponsibility, in which the young man is protected and safeguarded. The business of raising a family, of making ends meet, of caring for a wife and children, of getting a job and advancing in it against stiff competition, of paying rent and taxes, grocery and doctor bills, of suffering reverses that hurt and cost—these are the experiences that mature the mind and heart. I think Mr. Adler is right when he contends that youth may be trainable, but they are not really educable."

Father Cavanaugh makes some interesting points regarding the Great Books program: (1) the books that are in the Index can be dropped; (2) Catholics in Great Books groups



tend to become arbiters of most disputes because they have a world view; (3) many converts have been developed in reading and discussing the Great Books; and (4) he knows of no defection from the Faith.

6. Dr. Thomas A. Brady, vice-president of the University of Missouri, suggests that the Christian college is the single taper from which all the academic lights in the U. S. must be lighted. "These schools," he says, "must produce for us, teachers who know the place of the Christian religion in life and learning." This is the influence which secular higher education is seeking from the Catholic colleges.

7. J. Dan Hull of the United States Office of Education gave a revealing history of the Life Adjustment Program. Sister M. Janet indicated the *rapprochement* of the "Christian

Living" concept of the Commission on American Citizenship toward the Life Adjustment Program. Msgr. Edmund A. Goebel stated the underlying philosophy. With this rather full information on the Life Adjustment concept, it would seem to be that the present rapprochement should have serious continuous study from the point of view of a Catholic philosophy of education.

8. Dr. James Fitzgerald, Fordham University, put in succinct form the things necessary for the elementary school religion teacher to meet her civic responsibilities.

There were many other worth-while things discussed, many issues raised and some conflicts of opinion and of fact, as for example, the present situation in the home—but limitation of space does not permit further elaboration.

## The Recent Attack on Catholic Schools

*Rt. Rev. Msgr. Frederick G. Hochwalt\**

In Boston last week another attempt was made to convince the American public that private schools are a threat to democracy. This time it was the American Association of School Administrators, a department of the National Education Association, which challenged the propriety of private schools in a democracy.

Dr. Kenneth Oberholtzer, president of the Association, told his colleagues that the idea and philosophy behind the nonpublic schools are dangerous. "These schools," said Dr. Worth McClure, the Association's executive secretary, "can destroy the unity now found in our democracy. . . . Denominational schools build prejudices; they build little iron curtains around the thinking of people." Joining the attack, Dr. Edgar Fuller, executive secretary of the National Council of Chief State School Officers, declared that parochial schools, like segregated schools in the South, are opposed to the idea "that all children should be brought up together in a democracy."

### An All-Out Attack

This all-out attack on private schools apparently was precipitated by a keynote address delivered by Dr. James Conant, president of Harvard University, who solemnly warned the nation's top school officials that "the greater the proportion of our youth who attend independent schools, the greater the threat to our democratic unity." National unity may be preserved, he said, only if "our public schools remain the primary vehicle for the education

of our youth, and if as far as possible, all the youth of a community attend the same school irrespective of family fortune or cultural background."

Catholic educators are prepared to meet this attack. There is abundant evidence to prove that private schools are an integral part of American education. They are making a magnificent contribution to our national life. At this convention of the National Catholic Educational Association educators from every part of the United States will evaluate the Catholic school program in terms of its relationship to the American community. This convention is concerned not with righteous assertions about democracy and Americanism but with practical classroom activities and projects that will integrate the private school and the community of which it must be a part.

### Private Schools Are American

Private schools of all kinds are as American as public schools. The first schools in the United States were private schools organized by various religious denominations. The founding fathers of our nation received their education in private schools. Private schools, like public schools, function under laws and standards established by the forty-eight states. The United States Supreme Court, in upholding the right of parents to send their children to private schools, categorically rejected the pernicious theory that all children must be educated together in a common school. That this nation have a dual school system of public and private schools is the American tradition, the American law, and the American practice. The American public believes in private education and will defend it against the attacks of those who would destroy it.

### They Are Not Divisive

Private schools are not divisive; they do not undermine the unity of American society. America is a free society in which people have their differences in politics, economics, education, and other facets of our national life. Most of these differences are honest and sincere and consequently they inevitably divide people into various groups which have a unique political, economic, educational, or cultural point of view. Unless the United States becomes a totalitarian state, we shall always have differences and diversity. These differences become a threat to national unity only when they are exaggerated and distorted by persons with totalitarian or monopolistic tendencies, by persons who refuse to admit that the goal of successful living together in the United States is harmony—not uniformity. And our leaders, educational or otherwise, block this goal of harmony when they plead for or insist upon lock-step unity. Educators above all others ought to teach us how to live with our differences graciously and with perfect Christian charity.

### A Partnership

Catholic educators repeatedly have said that public and Catholic schools should be partners in American education. Recently diocesan superintendents of schools reported so many examples of friendly and constructive cooperation with public school officials that Dr. Benjamin Fine of the *New York Times* wrote that "the relationship between Catholic and public schools is universally good." On the local level public and private school administrators apparently are so busy in their work for the good of all the children that they have little time to worry about their differences.

Why, then, did the American Association of School Administrators at its Boston meeting attack private education? Why would public school officials, themselves under fire from many directions, launch an attack against private schools? One gets insecure—are they desperately trying to head off attacks on public education by initiating an attack on private education? The statements uttered at Boston are not what one would expect of responsible educators, men who should be skilled in research, temperate in criticism, and above all, objective in their judgments. What happened at Boston ought to make many public school classroom teachers very uncomfortable and should make them consider whether they should repudiate their leadership.

### Catholics Support Public Schools

Should Catholic educators conclude from reports of the Boston convention that public school administrators have rejected completely their repeated offers of friendship and cooperation? Should they assume that the school administrators' only suggestion to private education is to curtail its development and eventually to close down all private elementary and secondary schools?

The suggestion is unthinkable. During the

\*Secretary General of the National Catholic Educational Association. The statement made at the 49th annual convention of the N.C.E.A. was approved by the Association's executive board and was referred to the resolutions committee for appropriate action.



## Officers of the NCEA for 1952-53

*President General:* Most Rev. Joseph E. Ritter, S.T.D., Archbishop of St. Louis, Mo.

*Vice-Presidents General:* Very Rev. John J. Clifford, S.J., Mundelein, Ill.; Rt. Rev. Msgr. Richard B. McHugh, Brooklyn, N. Y.; Rev. William F. Cunningham, C.S.C., Notre Dame, Ind.; Rt. Rev. Msgr. Joseph V. S. McClancy, Brooklyn, N. Y.; Rev. Paul E. Campbell, Pittsburgh, Pa.; Brother William Mang, C.S.C., New York, N. Y.

*Treasurer General:* Rt. Rev. Msgr. Richard J. Quinlan, Winthrop, Mass.

*Rt. Rev. Msgr. Frederick G. Hochwalt* was re-elected Secretary General of the Association.

years ahead the Catholic school system and other private denominational schools will continue to grow not because any small group of school officials have said so but because millions of parents will continue to clamor for the kind of education which these schools provide. All the forces of Catholic education stand ready to meet this demand. Every effort will be made to achieve the ideal of a place in a Catholic school for every Catholic child of school age.

Not only will Catholics support the expansion of their schools, but they will contribute likewise in just measure to the necessary enlargement of the public school system. Just how do Catholics stand on public education? It is appropriate here to reiterate the traditional Catholic position on the American public schools.

1. Catholics believe in the public schools.
2. Catholics believe that as citizens, like all other citizens, they have an obligation to pay taxes for the adequate support of the public schools in their community.
3. Catholics have not nor will not interfere with the justifiable expansion of the public school system.
4. Catholics have a civic duty to take an active interest in the welfare of the public schools in their community.
5. Catholics have great admiration for the rank and file of public school teachers who in a spirit of self-sacrifice and dedication to American ideals have stuck to their posts despite the relatively low salaries paid to them in many localities.

Both public and private schools are here to stay. As long as the United States remains a free nation, both public and private schools will enjoy the protection of her laws and her tradition. Both public and private schools will continue to have the support of the public as they have had throughout our nation's history. If they work together for the common good of American children, they will contribute to the stability and perfection of our American democracy.

## Convention Resolutions

Whereas a democratic society, whether viewed nationally, regionally, or locally, is rightly concerned with the education of its youth and is conscious of its responsibility in the education of that youth,

And whereas recent events have sharpened the community's awareness that all its activities, social, economic, and political, should be guided by moral principles, the knowledge and practice of which must be developed in its youth,

And whereas a community which understands its democratic heritage must recognize in its traditions an educational diversity that has fostered in our culture a living unity and not a dead uniformity,

And whereas, if the democratic community is to survive, its members must live in just harmony setting aside all merely provocative forces of disunity and friction;

Be it resolved that Catholic schools strengthen their desire to know and to meet the concrete needs of the community and fully to prepare themselves for the rapidly expanding school population,

And be it further resolved that Catholic schools in spite of unjust criticism and financial pressure continue to make to the American community their significant contribution

of sound education which inculcates moral and spiritual values based on God and without which this country can neither follow its traditions nor survive as a democracy,

And be it further resolved that Catholic schools clearly manifest in word and in deed an understanding charity in promoting, especially where the education of youth is concerned, that unity in diversity which marks the democratic community.

It is further the will of the National Catholic Educational Association that it extend its congratulations to the Catholic Association for International Peace, on the occasion of its twenty-fifth anniversary, for working so wisely and energetically to promote the cause of peace among men of all communities.

Finally, the National Catholic Educational Association wishes to record its warm gratitude to all who by their encouragement and assistance have made possible the success of this convention and its participants; to our President, Harry S. Truman, for his cordial welcome; to Reverend John J. Murphy and his associates who planned the local arrangements; and to the civic and educational authorities of Kansas City for their friendly co-operation.

## Significant Statements

### The Educational Problem Which The American Scene Presents

In the midst of this stupendous wealth and power there is clear indication of the appearance of profound moral and spiritual decay. The deterioration of the family and of family life is so evident it needs no illustration. The corruption and cynicism rampant in public life, in the highest government circles, have reached the proportion of national scandal. In contrast to our material might recognized in almost every country of the world, our moral prestige in those same countries is perhaps lower than at any time in our history. This crumbling of the moral and spiritual underpinning of our nation has been recognized by thoughtful men. It has been subjected to careful analysis and the diagnosis of one of its most fundamental causes correctly made—American public education must make greater effort to form Americans with the moral and spiritual values which have made our country great.—*Archbishop Francis P. Keough (Baltimore)*

### Moral and Spiritual Values in American Education

To the Catholic educator this concern in educational circles for moral and spiritual values has about it an aura of poignant sadness. The same sadness perhaps touched Paul of Tarsus as he saw the busy Athenians gather solemnly about the altar erected to the "Unknown God." The

same sadness might clutch the heart of a Catholic boy at Oxford watching his fellow students bow to an empty niche in a wall where once stood a statue of our Lady. The Catholic educator is sad because blindness always evokes pity. So many of our countrymen do not see that the moral and spiritual values which have made America great, the moral and spiritual values which are summed up in the American ideal, find their origin, their strength, and their ultimate value in God and in God alone.

One glance at some of the values proposed is enough to show this truth. The "profound dignity of the human personality" which has been called the basic moral and spiritual values in American life is only intelligible in the light of the dignity of the soul created for God, in the image and likeness of God, for whom God died upon a Cross. "Personal responsibility" is a meaningless phrase unless there be a God to whom man is responsible and who rewards and punishes. "Devotion to truth" is a delusion unless there be a Truth which all men can know and love. "Moral equality" is absurd unless there be a Being before whom we are morally equal. "Brotherhood" is impossible unless there be a Fatherhood in God. "The pursuit of happiness" and "spiritual enrichment" are equivocal terms and meaningless unless there be the ultimate happiness of heaven and the spiritual enrichment of living the life of a child of God.—*Archbishop Francis P. Keough (Baltimore)*

### Catholic Educators and Their Duty Toward Public Education

Almost to a discouraging degree, our duties as Catholic educators are multiplying and becoming more complex. We have new obligations within the sphere of our own Catholic educational activities, as I have just tried to indicate. Still more challenging is the fact that today we have new problems arising out of our responsibilities to American education generally, the duties which we as American citizens have toward all schools and all educators.

There is no point in hiding the fact that a significant portion of the tension which is evident in the United States today because of the Church-State issue and conflicts in religious beliefs centers on our Catholic school system. This situation, I submit, poses a theory problem for us which is not easily solved. We could make some serious mistakes, especially if we were to start a name-calling campaign of our own on the style of Paul Blanchard. Above all, let us not do or say anything which would give our fellow Americans a false picture of the Catholic attitude toward the public school system of this country.

What should our attitude be? Historically, we have had and, please God, we probably always will have a diversified system of education in this country. As American citizens, therefore, and especially as American educators, we must be interested in the improvement not only on our unique kind of education but of all kinds of American education—public, private, denominational—whatever it may be. Anyone who has read the decrees of the Third Plenary Council of Baltimore held in 1884 will sense the spirit of that section of the document which deals with secular education. Briefly, it states that secular education is, of course, incomplete and unsatisfactory for Catholics since we are convinced that good education is a way of life which should be permeated throughout with the principles of religion. Nevertheless, the public schools, as a complementary system to private education, are absolutely necessary for the thousands of Americans who are content with a purely secular educational pattern. Such schools deserve the interest and support of our Catholic population. Criticism of the defects of public education is entirely legitimate provided that criticism is reasonable, practical, and, above all, constructive. I fear that by imprudent attacks on public education, some Catholics are not only doing nothing positive toward improving non-Catholic education but are actually hurting the cause of Catholic education by fomenting unnecessary resentment on the part of many honest public educators and the exemplary Catholics who are teaching in our public schools.

Negatively, let's refrain from vitriolic, emotional invective against public education; positively, let's see if we cannot do a better job in interpreting ourselves and our educational objectives to American non-Catholics. Here again we have ever increasing responsibilities.

The new obligation binds us not to foster within ourselves nor your students an attitude which will directly militate against the establishment of effective means of communication and understanding between non-Catholics and ourselves. The best description I have heard of this attitude is the "Ghetto mentality." The fact that Jewish people were required by law to live in certain restricted sections of cities developed in them a clannishness, a tribal approach in all their thinking which is characteristic of a persecuted minority. We Catholics are not beyond the influence of this Ghetto mentality. If not guarded

against, it can arouse our emotions to a point where we label movements and ideas as "Catholic" when as a matter of fact the Church has actually taken no official position whatsoever. Even worse, this attitude can make us too quick to accept all opposition as bigoted anti-Catholicism. Unquestionably, there is far too much bigotry abroad today, but we must realize that there are hundreds of people in this country who, even though they do not agree with us, are certainly not bigoted.

We Catholic educators should take a realistic position dictated by the fact that we are also American citizens living in a democracy. In almost every field of thought—politics, education, religion—variety, disagreement, opposition is the order of the day. The wrong way to face this situation is to retreat into isolation, to take refuge in the haven of our own righteousness, to indulge in bitter criticism, to seem to refuse to work for the common good. The right way is for us to accept what the concept of democracy literally means—the privilege and responsibility of joining with our fellow American educators in building for the common good. Our goal as Catholics in this country must ever be a workable unity with our non-Catholic fellow citizens in every action including education where we do not eliminate our God-given freedom nor seriously compromise our fundamental values and responsibilities. Recognizing frankly and realistically that diversity is with us probably to stay, we must foster the faith in our own convictions and the courage that will stimulate us to offer others our religious, moral, educational principles and values vigorously but always tactfully and charitably.—*Father Paul C. Reinert, S.J. (St. Louis University)*

### A Diversified Culture Requires All Types of Schools

I trust that no one will put me down as an enemy of public education or an enemy of religious education. I believe in both and I am not conscious of any disunity or divisiveness, because I believe in both. I have spent most of my life in public education. All of my schooling was in public education and 39 of my 46 years as a teacher have been in public education. Public education has both strength and weaknesses. It is in many places superb and in many places very bad indeed and the same thing can be said of religious education. My six children attended at various times both types of schools and I have had the products of both types of schools in my classes for many years in a number of institutions. I am confident that it is impossible for anyone accurately to determine the quality of any school, private or public, secular or religious, by simple inference from the type of authority which conducts the school. Both religious education and public education have great contributions to make to our complex culture. Both should be made as much better as it is possible to make them. All people who believe in our diversified culture and who believe in American freedom and American democracy, personal freedom, religious freedom, freedom of education, should recognize the fact that we are going to have both kinds, and should work for the improvement of both kinds. We should have an end to epithets, to false assumptions, and to drifts toward totalitarianism in the name of freedom and democracy.—*Dr. James M. O'Neill (Brooklyn College)*

### Is Religion a Danger to American Democracy?

Dr. Oberholtzer went even further and pro-

claimed that the "ideas or philosophy behind the nonpublic schools are dangerous." In other words, the president of this important association in American education is taking the position that the philosophy of the Catholic, Lutheran, Jewish, Baptist, Episcopal, and other types of religious schools in this country is dangerous. This seems perilously close to saying that religion is a danger to America. I should like a bill of particulars in regard to the "danger" with which religious education threatens American democracy. Apparently none was offered at the Boston meeting. So far as I have been able to discover in recent years none is ever offered.

If it has become dangerous to be different in America in religion and in education and in other things, then we have already lost the characteristics of a free society. If Dr. Oberholtzer was accurately reported, I am afraid he will never be happy in America until we cease to pretend that we have freedom and openly accept totalitarianism—with Dr. Oberholtzer, of course, an important member of the ruling politburo.—*Dr. James M. O'Neill (Brooklyn College)*

### Catholic Educators and The Home

Basically, today's social and economic conditions are the source of many new duties for us in Catholic education. Typical home life is different from what it has ever been before. Most fathers of families are being forced to spend more and more time away from the family circle because of the harrowing burdens of business or related social activities or Catholic Action projects of all kinds. More and more mothers are spending less and less time in the home because of economic necessity or some other reason has convinced them they must supplement the family income, or if income is no worry, they must be out meeting the social obligations supposedly demanded in order to maintain a place in their proper level of society. As far as the children of these families are concerned, these conditions inevitably tend to throw more and more of a burden on our schools, a burden which I fear some of us have been too willing to assume. Some educators seem willing to take over responsibility for the child almost before he leaves the cradle. In the case of public schools and secular schools generally, the fact that the church has responsibilities in the training of the children seems to be discounted in the light of the obviously declining influence of the Protestant creeds on the formation of the character of youth. And in the case of Catholic schools, although we certainly do not discount the very important place of the Church in the training of adolescents, we do, I think, tend to follow the common trend of assuming responsibilities that only the home, only fathers and mothers can discharge. Therefore, I hope I will not seem to be speaking in riddles when I say that one of our first duties arising out of modern conditions is to get rid of some of the duties being forced on us from the home. Or at least our schools and teachers should not accept them as their sole responsibility but do everything possible to have them shared by our children's parents. The few hours during which we have contact with our students, the large numbers in classes (and I'm afraid they will get larger) make it impossible for us to do all that is necessary for the complete intellectual, emotional, and spiritual development of a boy or girl, and we should make it clear to their father and mother that we recognize that it is not possible.—*Father Paul C. Reinert, S.J. (St. Louis University)*



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## Catholic Education News

### AD MULTOS ANNOS

★ **MOST REV. JAMES H. GRIFFITHS**, auxiliary bishop to Cardinal Spellman as military vicar of the armed forces and chancellor of the military ordinariate, celebrated the silver jubilee of his consecration, on March 12, 1952.

★ **BROTHER ALPHONSUS FIDELIS, F.S.C.**, professor of philosophy at Manhattan College, Riverdale, N. Y., celebrated his fiftieth year, on March 22, 1952, as a member of the teaching order of the Brothers of the Christian Schools.

★ **REV. HUGH J. O'CONNOR, C.M.**, former pro-

fessor at Old St. Vincent's College, Latrobe, Pa., celebrated his golden jubilee on March 17, 1952. Father O'Connor is now a resident of Abrams, Wis. Until recently he taught at De Paul University, Chicago.

★ **BROTHER COLUMBA, O.S.F.**, will celebrate his 25th anniversary as president of St. Francis College, Brooklyn, in May of this year. Brother Columba entered the Franciscan Order in 1903.

★ **VERY REV. SYLVESTER J. JUERGENS, S.M.**, superior general of the Society of Mary since 1946, celebrated, on April 2, the silver jubilee of his ordination. Father Juergens, the first American to be superior general, was formerly the head of the St. Louis Province.

★ **VERY REV. PETER A. RESCH, S.M.**, present superior of the St. Louis Province of the Society of Mary, celebrated his silver sacerdotal jubilee, April 2.

★ **REV. FRANCIS JACQ, S.M.**, superior of Institut Sainte Marie, St. Anslme, Quebec, celebrated his silver sacerdotal jubilee on April 2. He is a native of France.

### HONORS AND APPOINTMENTS

#### Rerum Novarum Award

On March 20, 1952, **MOST REV. KARL J. ALTER**, Archbishop of Cincinnati, received the 1952 Rerum Novarum Award given annually by the school of business administration of St. Peter's College, Jersey City, N. J. Archbishop Alter received the award in recognition of his outstanding achievements in the field of labor-management relations. His Excellency was one of the original advocates of fact-finding boards for the settlement of labor disputes; he advocated to Congress legislation for the increase of the federal minimum wage law from 40 to 65-75 cents an hour; he has also played an important role in the establishment of the Catholic Hour radio program, serving for 2 years as the program's director.

#### Signum Fidei Medal

**BISHOP FULTON J. SHEEN**, auxiliary of New York, and national director of the Society for the Propagation of the Faith, received the *Signum Fidei* (Sign of Faith) medal for his "extraordinary contributions to the advancement of Christian principles." The award is presented annually by the alumni of LaSalle College, Philadelphia.

#### Freedom Awards

Freedom Foundation, Inc., has awarded two priests and a Catholic newspaper artist second place awards of \$200 and an honor medal for outstanding contributions to the cause of freedom during 1951.

**REV. JAMES A. GREELY, S.J.**, assistant pastor of the Church of the Immaculate Conception, New Orleans, was voted the award for a sermon titled "The World Today."

**MSGR. R. G. PETERS**, editor of the Peoria edition of *The Register* newspaper chain, was given the award for a series of articles called "The Roots of Democracy."

**JAMES KNUDSEN**, staff artist of *The Tidings*, Los Angeles archdiocesan newspaper, was voted the award for a cartoon titled "The Answer to Fear."

#### Cardinal Spellman-Aquinas Medal

**ETIENNE GILSON** received the second award of the Cardinal Spellman-Aquinas Medal at the 26th annual meeting of the American Philosophical Association, April 15 and 16. The medal was presented in acknowledgment of Dr. Gilson's outstanding contributions to Catholic philosophy.

#### Honorary Doctorate of Laws

**CATHERINE R. RICH**, registrar of the Catholic University of America, had an honorary degree of doctor of laws conferred upon her recently by Regis College, Weston, Mass., in recognition of her influence and example as a Catholic laywoman, educator, and administrator.

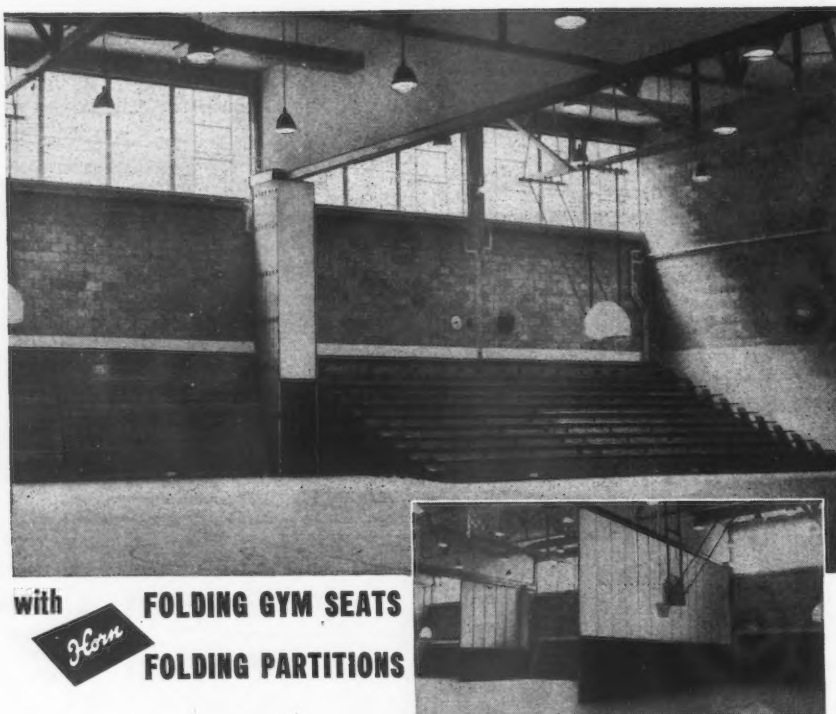
#### Laetare Medal

The *Laetare* Medal for 1952, presented annually by the University of Notre Dame to an outstanding Catholic layman, was awarded to **THOMAS E. MURRAY**, "an outstanding example of a successful and prominent public official, a leading engineer, a servant of the people, humbly devoted to his faith."

Mr. Murray, a Brooklyn manufacturer, merited the award through his many achievements, both private and public. He was presiding trustee in 1947-48 of the board to administer the health and welfare fund of the United Mine Workers. He helped establish the National Foundation for Infantile Paralysis. He formerly headed Catholic Charities in Brooklyn. And he was receiver for Interborough Rapid

(Continued on page 26A)

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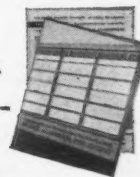
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## Catholic Education News

(Continued from page 24A)

Transit Lines in New York in 1932-40. At present, Mr. Murray is a member of the atomic energy commission, succeeding David E. Lillenthal in March, 1950.

This year's medal recipient is married, and has a family of 11 children; two of his sons are Catholic priests. He has been knighted three times by the Pope. As an engineer and manufacturer, he holds about 200 patents on electrical and welding devices.



*Very Rev. W. Patrick Donnelly, S.J.,  
New President of Loyola University,  
New Orleans, La.*

### New President

VERY REV. W. PATRICK DONNELLY, S.J., president of Spring Hill College, Mobile, Ala., since 1946, is the new president of Loyola University of the South at New Orleans, La.

### Gabriel Richard Lecture

DR. GEORGE N. SCHUSTER, president of Hunter College, New York City, has been chosen to deliver the third annual Gabriel Richard Lecture which will be at Loyola University in New Orleans, in November, 1952. Dr. Schuster's subject will be "Cultural Understanding and International Peace."

This lecture series is sponsored annually by the National Catholic Educational Association and a distinguished American university. It is named for Father Gabriel Richard, who helped to found the University of Michigan in which he was a professor, who set up the first printing press in Michigan, who published the first Catholic newspaper in the U. S., and who was a member of Congress.

### REQUIESCANT IN PACE

● RT. REV. MSGR. JOSEPH L. O'BRIEN, founder of Bishop England High School, Charleston, died March 2, 1952. Msgr. O'Brien was diocesan superintendent of schools for many years, and was a noted lecturer, radio speaker, and pulpit orator.

● CARDINAL NASALLI-ROCCA, archbishop of Bologna, Italy, died March 13, reducing the Sacred College of Cardinals to 48.

● FREDERICK PHILIP KENNEL, one of America's leading Catholic sociologists and journalists, died recently at the age of 89. Many working organizations are evidence of his full and active life. In 1908 he founded the Central Bureau of

(Continued on page 29A)

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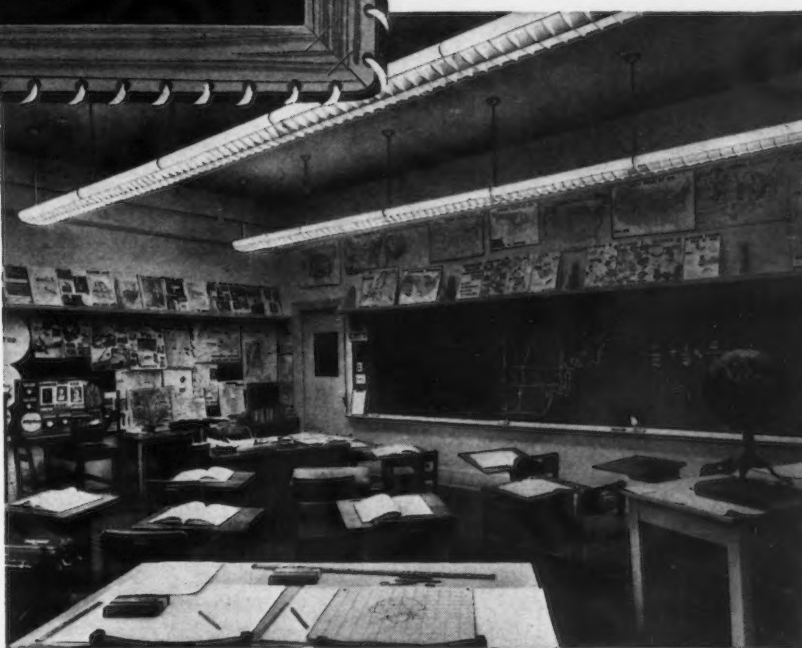




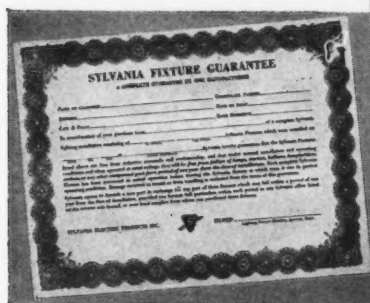
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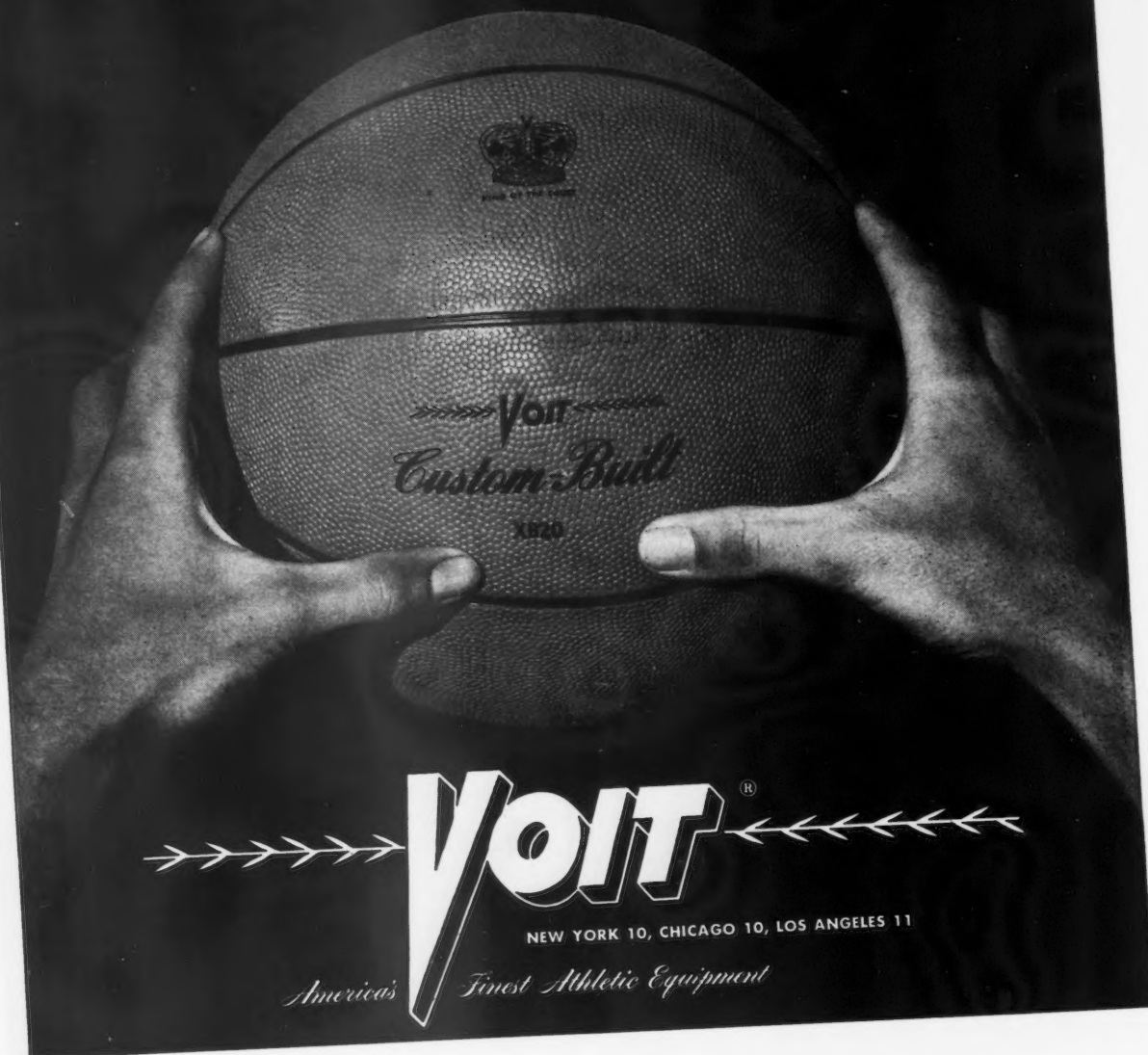
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## Catholic Education News

(Continued from page 26A)

the Catholic Verein of America, a union of societies devoted to Catholic Action and the promotion of Christian social order; he served as director of this Bureau until his death.

Mr. Kenkel also assisted in founding the National Catholic Rural Life Conference in 1924. He was a past president and member of the board of directors of the Catholic Conference on Industrial Problems and participated in the work of the National Conference of Catholic Charities.

● REV. MILES J. O'MAILLA, S.J., a professor for the past 14 years at St. Joseph's College, Philadelphia, died on March 14, 1952. He was formerly dean of the graduate school and dean of sociology at Fordham University, and regent of the graduate school at Georgetown University.

● SISTER JOSEPH LORETTA MURPHY of the Sisters of Charity of St. Vincent de Paul, Mount St. Vincent College, New York, died recently after spending 63 years as a religious teaching in many New York schools.

● REV. JOHN R. BEIX, professor at St. Francis Minor Seminary, Milwaukee, died on March 19, 1952. Father Beix was the founder of the Cardijn Center, a Catholic Action unit in Milwaukee.

### RELIGIOUS ORDERS

#### American Benedictine Centenary

The centennial anniversary of the arrival of the first Benedictine Sisters in the U. S. will be commemorated this year with special services. Three Benedictine nuns from Eichstaett, Germany, arrived at Latrobe, Pa., on July 8, 1852, to found the first Benedictine Sisters' establishment in this country. To date the Sisters teach more than 90,000 students on the elementary, high school, and college levels.

### DIOCESAN ACTIVITIES

#### Archdiocese of Indianapolis

An experimental Youth Leadership Course, a four-night series of lectures for leaders of youth in Indianapolis, has met with much enthusiasm and warm response. The course is sponsored by the CYO and the Indianapolis Council of Catholic Women. Archbishop Schulte, who has given the series high praise, is considering the expansion of this successful project into the deaneries.

#### Archdiocese of Milwaukee

A parents' workshop on "Religion and the Reconstruction of Education" was sponsored by the Milwaukee Archdiocesan League of Home and School associations March 20, 1952, at Pius XI High School. Believed to be the first workshop on this subject, it was open to all parents regardless of membership in Home and School associations.

The Milwaukee Archdiocesan CYO will sponsor a religious vocations conference, April 23, 1952. Don Bosco High School will be the conference center for boys, and Mercy High School the center for girls. The conferences are planned primarily to acquaint teen agers with the work of the clergy and religious in the archdiocese.

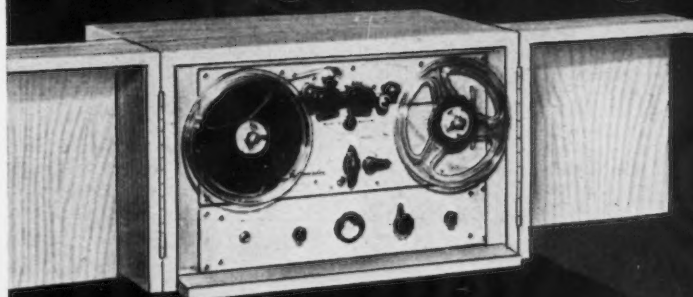
#### Archdiocese of New York

A bequest of \$100,000 for the building of two new cottages at Lincoln Hall, Catholic boys' training school in Westchester County, has been left by the late John J. Fallahee. Lincoln Hall takes boys referred to it by the Children's Court of New York City. Also, additions made possible by a \$200,000 grant from the Charles Hayden

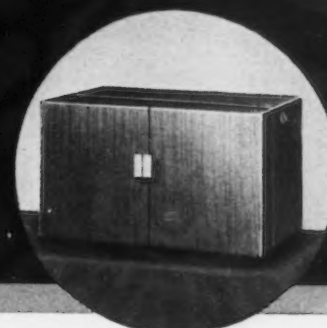
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ANNOUNCING THE

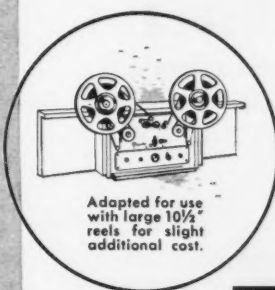
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## Catholic Education News

(Continued from page 29A)

Foundation will further improve the school's vocational building in order that instruction may be given in eight trades instead of the three presently being taught.

### Diocese of Providence

The parent-educator program of the Confraternity of Christian Doctrine, which serves the parents of preschool children, has begun its third year of activity in Providence, R. I. This program begins with the presentation of a medal depicting the Holy Family to each baby baptized. The plan is continued for the first six years of

the child's life through pamphlets, distributed every three months to the parents, containing suggestions on the spiritual and moral development of the home. The program is being planned to extend to the maternity departments of hospitals throughout Rhode Island.

### Conference at Washington

The fourth annual Teachers' Work Conference (elementary and secondary) was held March 21-22, at Archbishop John Carroll High School in Washington D. C.

Rev. Edward H. Flannery, assistant director of The Christophers, delivered, at the opening meeting, an address on "Revitalizing Christian Education." At the closing meeting, Sister M. Janet, S.C., reviewed the history of the curriculum in the Archdiocese of Washington and Very Rev. Msgr. John S. Spence, director of education for the archdiocese, gave an address.

There was a well-organized group discussion for each elementary grade and the following group discussions for high school teachers: good health—mental and physical well-being; economic competence and independence; responsible social maturity; appreciation and enjoyment of culture; sanctity.

Each of the high school groups was in charge of two cochairmen from the same school and a recorder from another school.

There were about 68 exhibits by publishers, manufacturers, and suppliers of school needs.

### EDUCATIONAL MEETINGS

#### Life Adjustment Conference

The Milwaukee archdiocesan office of education, in co-operation with local public and private school administrators and guidance counselors held an area conference on Life Adjustment Education, March 24-25. Very Rev. Msgr. Edmund J. Goebel, diocesan superintendent of schools, and Harold S. Vincent, superintendent of schools of the city of Milwaukee, called the conference, the first one of its kind sponsored by the U. S. Office of Education on a community level.

Visiting speakers were Sister M. Janet, S.C., of the Commission on American Citizenship at the Catholic University of America and J. Dan Hull, secondary school specialist of the U. S. Office of Education.

Mr. Hull discussed the problem of increasing attention to individual pupils in an age characterized by mass education. More provision for guidance, individual schedules adjusted to the abilities of students, supervised part-time work, and guided extracurricular activities were mentioned as methods tried successfully to offset differences in family background and to give the pupils a sense of belonging to the school. Mr. Hull pointed out the challenge to the modern high school resulting from compulsory attendance while, at the same time, students are required to pursue studies which are, at least practically, beyond their ability. The solution is simpler, he said, when concerned with elective subjects such as shorthand and typing. Such a subject must be mastered if it is to be of any practical use to the student.

The feature of the conference was its division into three discussion groups: (1) Problems in Education for Family Living, of which Father Louis Riedel, principal of Messmer High School, Milwaukee, was chairman; (2) Problems in Education for Citizenship, led by E. G. Kellogg, superintendent of schools of West Allis, Wis.; and (3) Problems in Education for Work, in charge of Clayton Francke, principal of West Division High School, Milwaukee.

The first group considered the numerous problems of youth in their present membership in home and school. An outstanding cause of maladjustment and faulty behavior, it was agreed, is the prevalence of a lack of understanding between parents and children. The group agreed that existing agencies should be used to capacity in dealing with present problems and in developing qualities that will prepare for right living. To get both fathers and mothers interested in the Home and School or Parent-Teacher associations, the programs of these organizations should be worth while and attractive.

The group on citizenship discussed, among many other things, means of interesting students in community affairs, leading the students, to make right decisions, the judicious use of student government to this end, and the persuasion of the students to evaluate their own achievement.

To prepare for work, the group recognized the need of a general education; for counseling; for the in-service training of teachers as advisers; for educating employers to look beyond the high school diploma for evidence of competence in an age when diplomas are possessed by practically all who have spent the required time in school. The solution of all the problems, the group determined,



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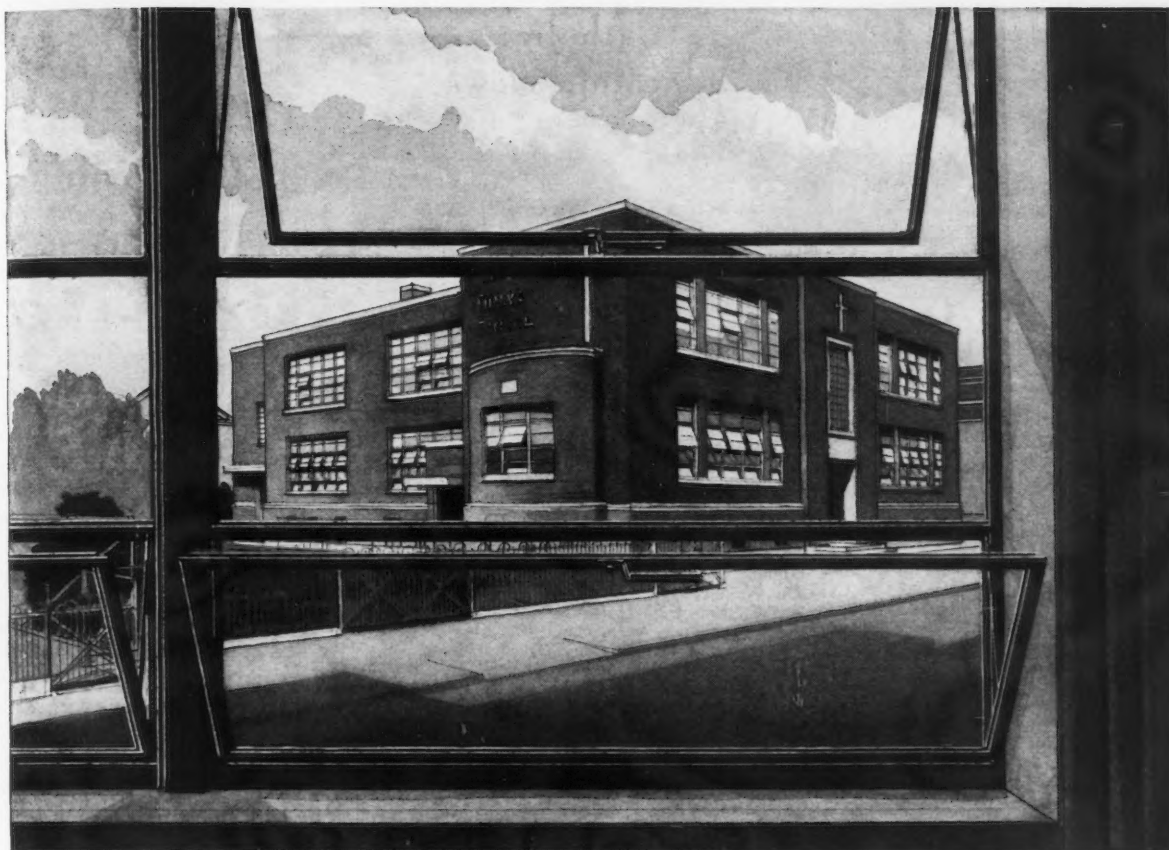
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INSTRUMENT DIVISION—PROJECTORS, CHELSEA 50, MASS.

(Continued on page 32A)



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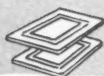
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## Catholic Education News

(Continued from page 30A)

should be based on God, fellow man, nature, and self.

### Outstanding Career Conference

The second Career Conference, sponsored by Cathedral Boys' High School, Springfield, Ill., was held March 24-25, 1952. (For a complete description of the first conference and the general organization of the project see the CATHOLIC SCHOOL JOURNAL for January, 1952, pages 8-10.)

The Career Conference was worked out by the faculty of Cathedral Boys' High School, conducted by the Clerics of St. Viator. This year two girls' schools—Sacred Heart Academy (Dominican) and Ursuline Academy—were invited to co-operate.

The conference was carefully planned and publicized long in advance. A planning committee was composed of members of the faculties of the three participating schools. There was an active committee of students of Cathedral High School. There were committees on arrangement, college exhibits, luncheon, publicity, reception, and ushers. The conference was a co-operative project of faculty, students, parents, and the community.

Bishop William A. O'Connor celebrated a pontifical opening Mass in the Cathedral. Meetings included panels on job classifications in which state and public school officers participated; employment opportunities in Springfield, attended by the mayor, the manager of the chamber of commerce, and industrial leaders; preparation for marriage, conducted by Rev. Herbert O'H. Walker, S.J.; a preinduction clinic with representatives of the armed service in attendance; a clinic on engineering; a college clinic at which representatives of six Catholic colleges addressed the students; career clinics with speakers on hand to explain various careers such as agriculture, accounting, coaching, advertising, business, building trades, mechanics, police work, radio work, etc.

An evening session was attended by parents of the students.

### A Parents' Workshop

A carefully planned Parents' Workshop took the place of the regular monthly meeting of the Milwaukee Archdiocesan League of Home and School Associations on March 20. About 600 parents, teachers, and guests attended the conferences in the new Pius XI High School. Father Joseph De Maria, of Pius XI High School, pronounced the opening prayer and Very Rev. Msgr. Edmund J. Goebel, archdiocesan superintendent of schools, welcomed the participants. The business meeting was conducted by Mrs. John Baumgart. Mrs. Frank R. Traznik, of Milwaukee, national chairman of the home and school committee of the National Council of Catholic Women, was general chairman of the workshop.

The theme of the conference was "Religion and the Reconstruction of Education." The principal guest speakers were Sister M. Janet, S.C., a member of the Commission on American Citizenship of the Catholic University of America; and Sister M. Xavier, O.P., supervisor of secondary schools of the Sinsinawa Dominicans.

Sister Janet commended the archdiocesan schools led by Msgr. Goebel for their participation in the Christian Life Adjustment program around which the following discussions were centered. Modern high schools, she said, must adjust their curriculum and activities to emphasize the present needs of students and to prepare them adequately for Christian living.

Sister M. Xavier said that a parents' workshop such as this one should be a great help to our schools in their Christianizing of education—in developing a Christian outlook on life in all

(Concluded on page 34A)

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## Catholic Education News

(Concluded from page 32A)

its departments; in teaching children to direct all the activities of their daily lives according to Christian principles. Sister deplored the tendency of parents to leave all religious training to the school. Parents, she said, must be convinced that their most important duty is to provide a Christian home atmosphere, permeated with Catholic practices and concepts.

The main feature of the conference was the "Workshops" or group discussions in which all present could participate. Each group had its chairman and expert counselors. Among the topics discussed were means by which parents can co-

operate with the school in understanding school problems and regulations and in making constructive suggestions; means of vocational guidance in home and in school; solving disciplinary problems; the question of homework; particular problems of teen agers; religious vocations; money management by children; the father's place; counsel for parents of preschool children.

In regard to homework, it was explained that Msgr. Goebel and his staff have suggested the following as a general basis: No homework for the first, second, and third grades; one half an hour for grades 4, 5, and 6; one hour for grades 7 and 8; no homework over week ends or holidays.

### CONTESTS

#### Jesuit English Essay Winners

The 1951-52 Jesuit Intercollegiate English Essay Contest was won by Marquette University,

Milwaukee, in a contest conducted among nine colleges and universities of the Missouri and Chicago provinces of the Society of Jesus. First and third place papers were entrants of Marquette University.

Prizes were awarded Stephen H. Kohl, Marquette, first place; Celeste Bowman, University of Detroit, second place; Robert H. Zoellner, Marquette, third place.

#### Religious Christmas Card Contest

The demand, during recent years, for Christmas cards in keeping with the true spirit of Christmas has prompted the first national contest for the designing of religious Christmas cards, now open to anyone residing in the United States. Rules and regulations may be obtained by writing: The Religious Christmas Card Contest, 1102 N. Chester St., Baltimore 13, Md. All entries must be in the hands of the judges no later than May 15, 1952.

#### SUMMER SCHOOL OF CATHOLIC ACTION

Theme of the 1952 Summer School of Catholic Action, this year visiting ten cities, is "God's Law: The Measure of Man's Conduct." This theme is based on the letter released by the Bishops of the United States last November which stressed the similarity between moral conditions in the United States at the present time and those existing in Rome 1500 years ago.

This year's plan to hold ten schools upsets a previous record of eight schools held in 1948. Now in its 22nd year, the SSCA has traveled approximately 120,000 miles since its inception in 1931. This year a faculty of nearly 25 lay and priest instructors will conduct the sessions. Total attendance is expected to exceed the 10,000 mark in the ten cities.

Six-day sessions will be held at St. Louis, June 16-21; Jackson, Miss., June 23-28; Lafayette, La., June 23-28; Dallas, Tex., June 30-July 5; Omaha, Neb., July 14-19; Detroit, Mich., July 21-26; Buffalo, N. Y., August 4-9; Boston, Mass., August 11-16; New York, N. Y., August 18-23; and Chicago, Ill., August 25-30. The schools at Jackson and Lafayette will be held simultaneously.

#### COMING CONVENTIONS

For conventions in April, see the "Catholic School Journal" for March, Page 32A.

May 1-4. National Council of Catholic Nurses at Hotel Statler, Cleveland. Chairman: Miss Anne V. Houck, 1312 Massachusetts Ave., N.W., Washington 5, D. C.

May 2-4. Confraternity of Christian Doctrine (Baltimore Province) at Hotel Washington Duke, Durham, N. C. Chairman: Rev. Francis A. McCarthy, Nazareth, N. C.

May 6-9. International Lighting Exposition at Municipal Auditorium, Cleveland. Chairman: B. F. Stevens, 326 W. Madison St., Chicago 6, Ill.

May 8. High School Press Day at St. Bonaventure University. Address: Chairman High School Press Day, Dept. of Journalism, St. Bonaventure University, St. Bonaventure, N. Y.

May 9-10. Michigan Home Economics Association at Pantlind Hotel, Grand Rapids. Secretary: Alfreda McGuire, Court House, Jackson, Mich.

May 9-10. Wisconsin Association for Vocational & Adult Education at Lorraine Hotel, Madison. Secretary: C. D. Rejahl, 211 N. Carroll St., Madison, Wis.

May 10. Western Catholic High School Press Convention at St. Mary's College, St. Mary's, Calif. Chairman: George Kutches, St. Mary's College.

May 27-June 1. Eucharistic Congress at Barcelona, Spain. Chairman: Folger S. Decker, Public Relations, 221 N. LaSalle St. Chicago 1, Ill.

June 18-21. The Catholic Press Association at the University of Notre Dame, Notre Dame, Ind.

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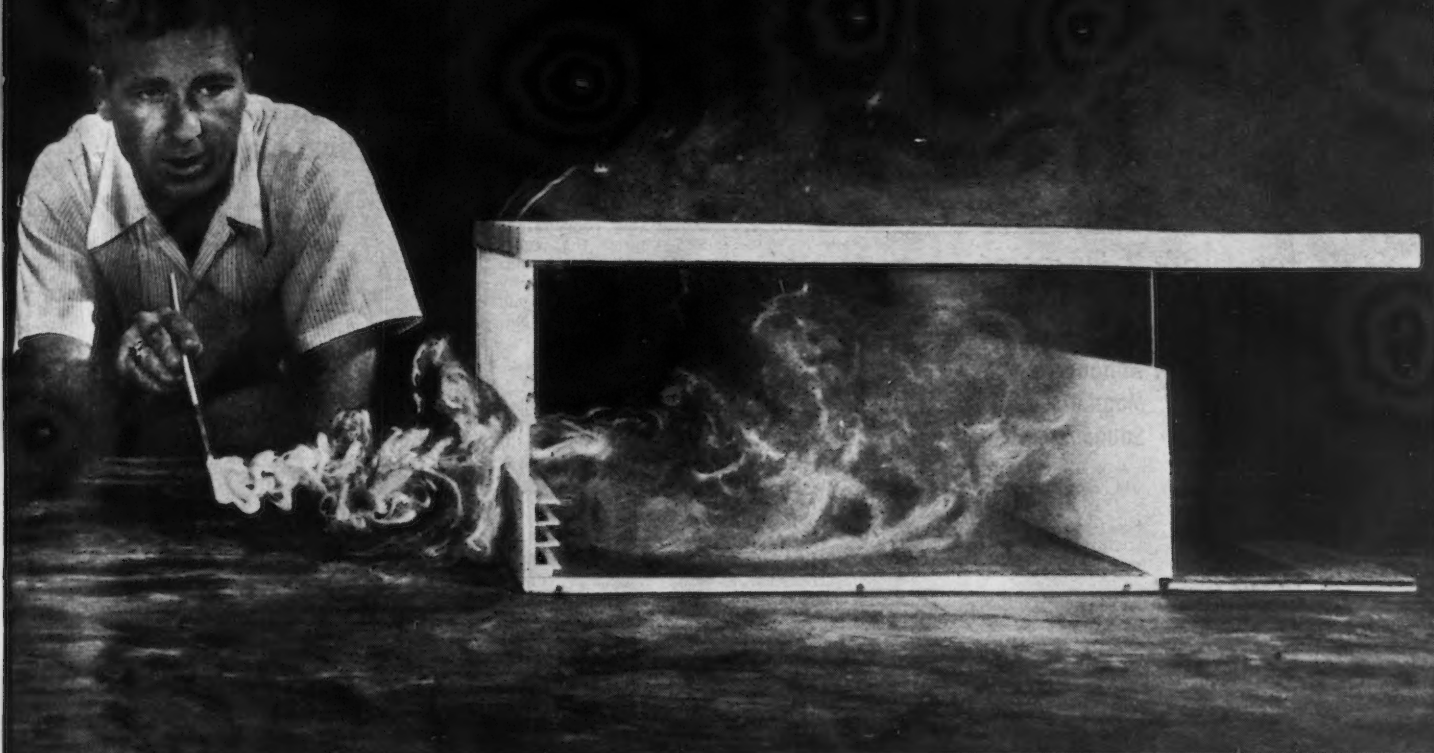
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### Our Union In and With Christ

The Encyclical *Mystici Corporis Christi*, arranged and simplified by Rev. J. H. Gillis, and Rev. J. A. McMahon. Paper, 104 pp., 50 cents plus postage in Canada; 60 cents plus postage in U. S. The Alumni Office, St. Francis Xavier University, Antigonish, Nova Scotia.

The aim of this simplified and arranged version of the encyclical is "to bring within the reach of the child the richness of truth, which this Letter teaches concerning the Mystical Body of Christ, which is the Church, and our union in this Body of Christ both with Christ Himself and with one another."

Text matter is in legible type on even-numbered pages, and footnoted explanations appear on pages directly opposite for easy consultation.

The booklet does indeed impress the reader with the "richness of truth" contained in our Holy Father's Letter. Although written primarily for study by children, its childlike simplicity will appeal to adults also; it has the burning eloquence and simple directness of the saints.

### Learning to Write, Revised

By Smith, Paxton, and Meserve. Cloth, 498 pp., \$2.88. D. C. Heath & Co., Boston, Mass.

This book relates the use of English directly to the high school student's daily experience. It deals with the types and problems of oral and written expression that every student must handle in school and afterward. The presentation is direct and precise in style without sacrificing the personal appeal of the earlier work, and the flexible arrangement is readily adaptable to individual needs and to varying curricula.

Chapters have been rearranged to bring those dealing with related subjects closer together, and the over-all organization of the earlier book has been greatly simplified.

### Recreation Through Music

By Charles Leonhard. Cloth, 170 pp., \$3. A. S. Barnes & Co., New York 16, N. Y.

This book is intended to help the teacher of music give children an insight into the recreational values of singing, instrumental music, and listening to music. Much material is provided for actual music activities in social groups, evening schools, etc. The teacher in a religious school can add many happy experiences for his groups to the purely lay suggestions.

### Your Art Heritage

By Olive L. Riley. Cloth, 320 pp. Harper & Bros., New York, N. Y.

"Many a dimly-lit cave," this book's introduction tells us, "sunny cliffside, lowly hut, glorious palace, stately church, temple, and tomb bears eloquent testimony to man's conscious use of art to record in permanent form the ideas most important to him. For this reason, a study of art is, in actuality, a study of man. Each generation contributes certain elements to its development that are logical outcomes of the life and the thought of the times. It is important, therefore, that we think of art as a living and continuing force, and as one that brings eternal life to its creators. To contribute during our own life to the heritage of art... is to share fully in the universal culture of man."

This book, written especially as a textbook in art for the adolescent, has animated discussions on painting, sculpture, architecture, and other minor art forms. The many illustrations used are good examples of their depicted times, and they have student appeal. The book has conscientiously presented, through art, the "universal culture of man," past and present.

(Continued on page 40A)

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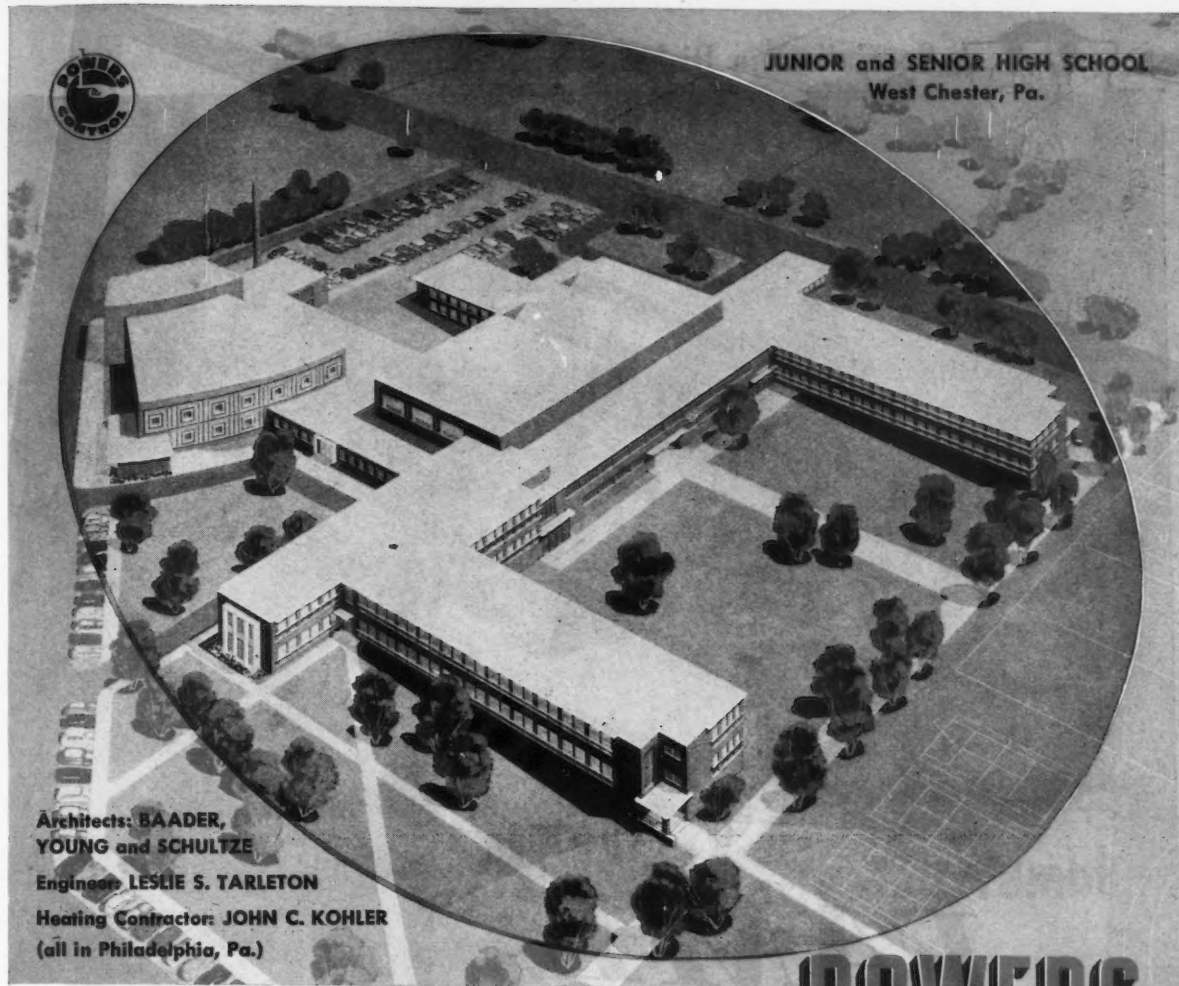
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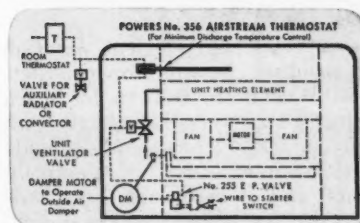
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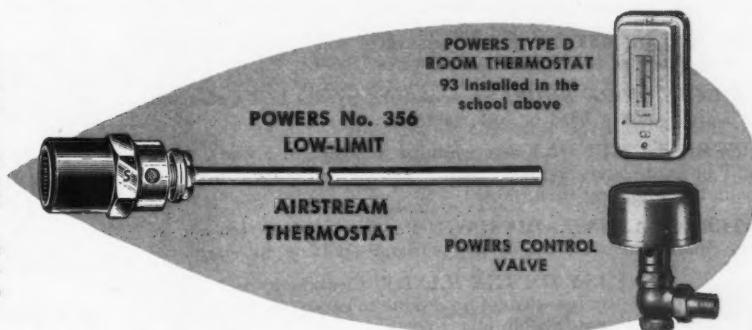
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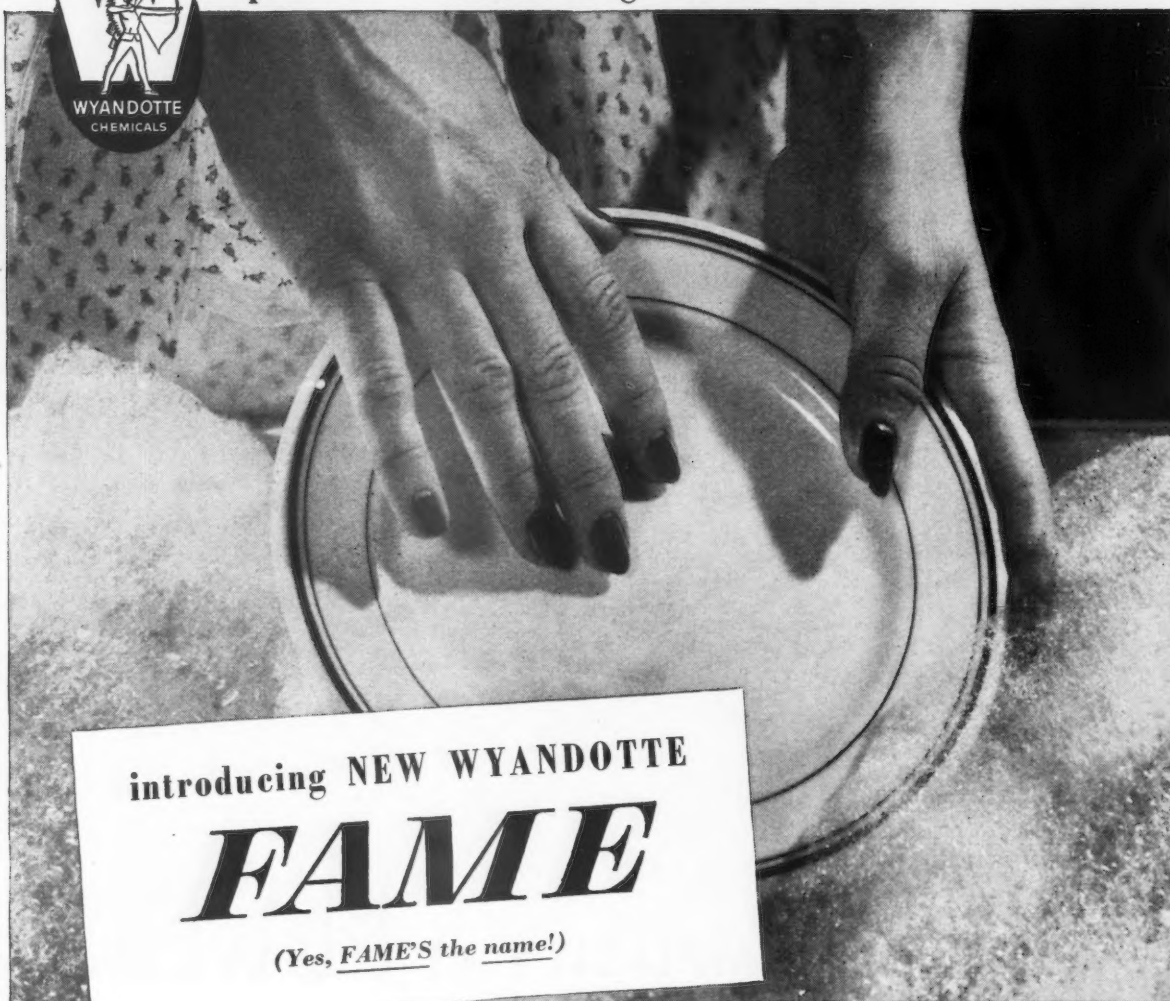
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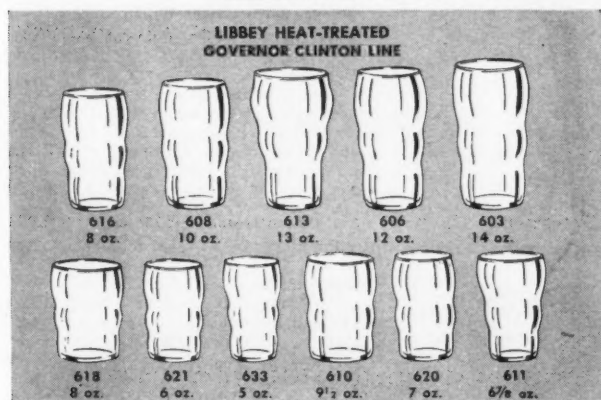
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## New Books

(Continued from page 36A)

### Teaching the New Arithmetic, Second Edition

By Guy M. Wilson. Cloth, 483 pp., \$4.50. McGraw Hill Book Co., Inc., New York 18, N. Y.

A thorough revision of a successful "methods" book, this text is designed to show the teacher or prospective teacher how to increase interest, understanding, and proficiency in arithmetic among students and thus eliminate pupil failure and discouragement. Extensive study has been undertaken by the author to extend and further substantiate the ideas propounded in the first edition.

### What Shall I Be?

By Francis Cassilly, S.J. Paper, 25 cents. The America Press, Inc., New York 17, N. Y.

A chat with young men and women on religious vocation, this booklet is a new edition reprinted by popular request. Previous sales reached the 185,000 mark. It is easy to see why—it is both inspirational and trenchant. The booklet should be made available to every teen ager, no matter how slight his inclination to religious life.

### Your Health and Safety

By Clemson and La Porte. Cloth, 532 pp., \$3.32. Harcourt, Brace & Company, New York, N. Y.

This third edition is organized and planned to build good health habits into the daily living of high school boys and girls. To achieve this purpose, the content is now centered around eight units which individually and together help young people build a healthful pattern by which to live. Students learn how to understand themselves

and their problems, to present a good personal appearance, to keep their bodies functioning in a healthful manner, to plan for themselves an adequate and satisfying diet, to strengthen self-direction through an understanding of the way the nervous system works, to develop healthy personalities, to share in the community's work of preventing communicable and organic diseases, and to prevent serious accidents to themselves and to others in the home, at school, and on the highway. Coverage of each division is complete and in stride with the times.

The third edition has been printed in double-column format in large, clear type. Color promotes interest throughout, and actual photographs enhance realization of the subject matter.

### The Stranger

By Malachy Carroll. Cloth, 154 pp., \$2.75. The Bruce Publishing Co., Milwaukee 1, Wis.

From nowhere, the Stranger appeared, asking only for a room, any kind of work, seeking only a little peace. To the Irish village folk he seemed a gentle man, reserved, thoughtful, but carrying with him a shadow, curiously constant and unshakable. The Stranger wandered among them, helping, encouraging, with Christ's own human sympathy gazing from his eyes, until, in answer to a spiteful accusation he admitted "Yes . . . I was condemned for jewel thieving." And again, as before, he was an outcast; again he was left "holding the cold body of his dreams in his arms, as Mary had held her Son."

But even this ostracism was not the cause of his shadowy loneliness. The story of this man, Michael Murray, nailed to a cross of silence, is one well told with a great depth of human understanding. (Irish authors seem always to have priority in readings of the heart.)

The village folk are fine sketches of people noticeably not imbued with the sticky sentimentalism often attributed to the Irish. *The Stranger* is well worth the reading.

### Self-Expression Through Art

By Elizabeth Harrison. Cloth, 112 pp., \$4. Chas. A. Bennett Co., Inc., Peoria 3, Ill.

This is a modern and practical introduction to the teaching and appreciation of children's art, written by one well qualified in her field. The book contains sections on: creative art teaching and what it means, how to assess a child's picture, how to carry out the art program, and what to do in the art period (suggestions for art activities for each month of the school year). It also discusses finger painting, cut paper pictures, wax crayon printing on textiles, lettering, clay modeling, and soap carving. A bibliography is appended for further art study.

### Science for a Better World

By Meister, Keirstead, and Shoemaker. Cloth, 778 pp., \$3.20. Charles Scribner's Sons, New York 17, N. Y.

This is a high school general science textbook relating developments in science with their social implications. It presents up-to-date scientific facts and information—including color television—making use of the modern objectives of education, and including suggested demonstrations that work.

### Vocational Guidance Manuals

Published by Grosset & Dunlap, New York, N. Y.

#### Opportunities in Motor Transportation

By Charles B. Rawson. Paper, 112 pp., \$1. Detailed information on all jobs in the bus and trucking industries, plus facts on unions, hiring practices, and opportunities in related fields.

#### Opportunities in Photography

By Jacob Deschin. Paper, 112 pp., \$1. A complete survey of jobs and careers in photography and allied fields, including facts on training, free lancing, getting started, and advancements.

#### Opportunities in Music

By Sigmund Spaeth. Paper, 128 pp., \$1. Ameri-

(Continued on page 42A)



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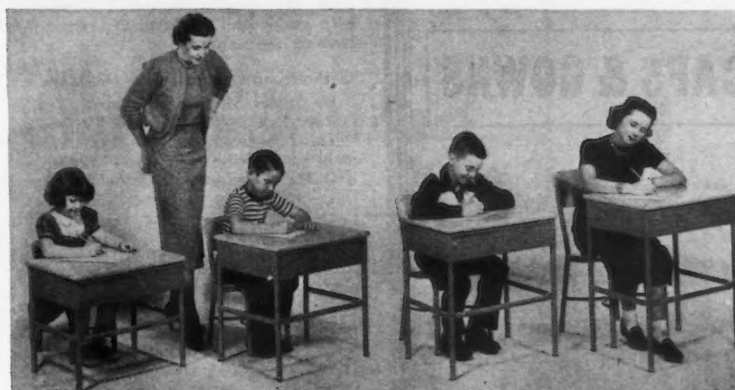
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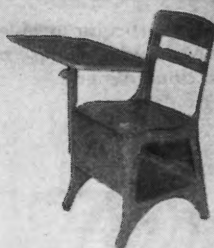


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## New Books

(Continued from page 40A)

ca's outstanding authority writes a frank, practical book on all jobs and careers in music. Rich in information and advice.

### Opportunities in Television

By Ranson and Pack. Paper, 128 pp., \$1. A wealth of information about this expanding field, with advice from leading TV experts, valuable lists, network employment requirements, and training suggestions.

### Catholicism and American Freedom

By James M. O'Neill. Boards, 289 pp., \$3.50. Harper Bros., New York, N. Y.

This book is an answer—calm, clear, devastatingly convincing—to Paul Blanshard's book, *American Freedom and Catholic Power*. It makes clear for anyone with any degree of love for truth and tolerance the fact that Blanshard's writings on the Church are wholly lacking in validity, fairness, scholarly approach—they constitute a bigoted attack on the Church, on American Catholics, on religion.

The author outlines in positive form, in Part One, the beginnings of Catholicism in the United States, Catholic attitudes toward the Constitution, and support of American freedom and laws. In Part Two, he takes up the complex of Catholic doctrine, ecclesiastical policy, and relations to American ideals and practices, laws, and institutions with respect to (a) separation of Church and State, (b) democracy, (c) religious freedom, (d) Catholic education, (e) Catholic censorship, (f) Catholic social policies, (g) moral aspects of "medicine," (h) papal infallibility. Blanshard's distortions and errors are briefly analyzed and answered with carefully annotated evidence from the record and original source literature.

Part Three outlines the over-all character of Blanshard's book, his intellectually dishonest method of argumentation, the true nature of his opposition to all religion, and the absurdity of his impertinent and wholly imagined "plan for America."

This book is far more than an apologetic answer to the most despicable attack which American Catholics have suffered in several generations; it is a splendid contribution to American democracy, to religious freedom and harmony, and to the respect which must grow out of wide understanding of the Church's service to the permanence of our country.

### Gambling in America

Edited by Herbert L. Marx, Jr. Cloth, 222 pp., \$1.75. The H. W. Wilson Co., New York 52, N. Y.

This book provides source material for the 1952-53 intercollegiate debating subject. Materials consist of articles taken from current magazines

### Basic Biology of Man

By Dr. G. Kasten Tallmadge. Cloth, 256 pp. Random House, New York, N. Y., 1952.

This is one of a distinguished series of basic books on the sciences by outstanding scholars which is designed for the intelligent general reader. Dr. Tallmadge succeeds admirably in giving a complete picture of basic human biology. He explains the principles and processes and all the relationships within the human organism, from the simple cell to the formation and functions of the tissues, the skin, the locomotor apparatus, the digestive, circulatory, respiratory, urinary, and reproductive systems.

It is an extraordinarily, carefully written book leading the reader from step to step with illustrations that are concrete and illustrative. Language is made to serve the scientific purpose of the book: terminology is clarified by Dr. Tallmadge's exceptional classical knowledge. The book was obviously not written for entertainment, though one enjoys reading it for its careful accurate knowledge.

(Continued on page 44A)

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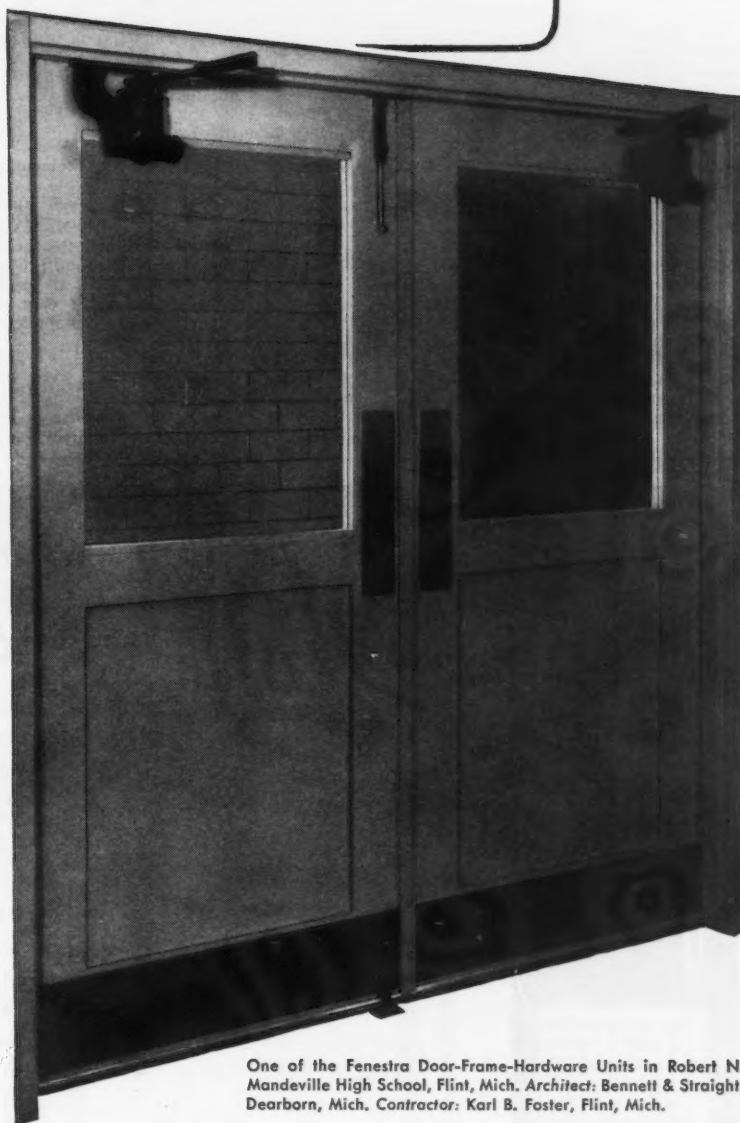
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## New Books

(Continued from page 42A)

The readers of this magazine may be especially interested in the true sense that Dr. Tallmadge has of the limits of science, and when there is the likelihood of going beyond strictly scientific knowledge great care is taken in expressing the scientific limitations. The teachers of biology in any grade of school will be especially interested in the illustrations that he uses with great pedagogical effect. Any teacher would find them helpful in her own classroom.

The book is an extraordinary, fine example of book making with very attractive pages, very clear type, and simple illustrations that illustrate. I commend the book not only to the intelligent reader but also to any teacher of the sciences, particularly biology, physiology, and anatomy.—*Edward A. Fitzpatrick.*

### Our Foreign Policy, 1952

A government bulletin of 79 pages, prepared at the suggestion of President Truman and issued in March, 1952, sets forth, very briefly, the principles of the foreign policy of the State Department. It may be obtained for 25 cents from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

### Child Psychology

By Horace B. English. Cloth, 575 pp., \$4.50. Henry Holt and Co., New York, N. Y.

This work by a professor at Ohio State University covers well the usual material and includes several outstanding features.

A two-chapter introduction points out, among other things, that a merely "bookish study of the child is inadequate." Major subdivisions that follow treat of discipline and authority, emotion, motivation, the importance of physical development, the child's intellectual life, social development, the individual child (including growth and personality); and there is a concluding chapter

on summarizing what you know about the child.

Dr. English belongs to the school of psychology which interprets personality in terms of learning theory. He says that "the entire book is predicated upon the belief that children are what they learn to be; and a very serious effort is made to lay bare the influences which determine how they learn."

The author says that he spells out the implications of the facts of child development as they affect the teacher's behavior and attitude. Summaries, suggestions, and questions at the end of chapters are offered as an aid to students. Actual observation of children is emphasized, and appendices give detailed outlines for observing children. There are included an extensive bibliography and a good index.—*Richard S. Fitzpatrick.*

### The Rosary, The Joyful Mysteries

By Wansbrough and Pollen. Cloth, 60 pp., \$2.25. Sheed and Ward, New York 3, N. Y.

Meant primarily for children, this book contains a thought and an illustration for each Hail Mary of the five joyful mysteries. The thoughts are simple and appropriate, the illustrations are delicate and appealing. This little book should be a great help to children in keeping their thoughts in meditation on the mystery.

### Teaching Children Music in the Elementary School

By Louise K. Myers. Cloth, 327 pp., \$3.75. Prentice-Hall, Inc., New York 11, N. Y.

A very thorough teaching aid, this book is a well of information, suggestions, and procedures; it delves deeply into the subject at hand. The author seems to have presented a very capable aid to music in the elementary classroom.

### Joan of Arc

By Sarah Larkin. Cloth, 50 pp., \$2.75. Philosophical Library, New York, N. Y.

A narrative poem on the thoughts, visions, and experiences of the Maid of Domrémy as Joan,

lying on her prison cot, recalls the events of her life.

### Fifteen Saints for Girls

By Sister M. Cornelius, S.S.N.D. Cloth, 133 pp., \$2.50. The Bruce Publishing Co., Milwaukee 1, Wis.

Fifteen "adventurers in sanctity" are depicted here, in popular style, in a successful attempt to parallel the saints' lives with the potentials in the life of the modern miss. Authenticity of background does not suffer because of the easy readability of the book. The lives of four holy young women who have been beatified, thus far, are included in this collection, along with a sketch of Kateri Tekakwitha who has been declared Venerable.

### Information for Organists and Choirmasters

By Winfred Herbst, S.D.S. Paper, 48 pp., 25 cents. The Salvatorian Fathers, St. Nazianz, Wis.

A useful booklet which answers the common questions regarding Church music.

### Catholic Business Education Review

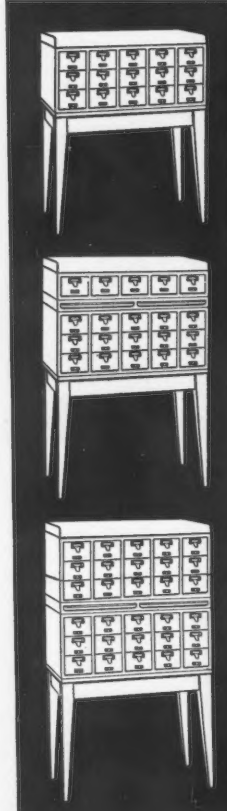
A quarterly journal published by the Catholic Business Education Association. Subscription price, \$2 per year—to members, \$1.50. The Editor is Rev. Charles B. Aziere, O.S.B., St. Benedict's College, Atchison, Kans.

### Story of Nations

By Rogers, Adams, and Brown. Cloth, 730 pp., \$4.16. Henry Holt and Co., New York 10, N. Y.

*Story of Nations* is a very comprehensive history textbook. Illustrations, graphs, and maps are suitable and well prepared. Because of the book's large scope—history from the beginning of the world—much of the material is merely touched upon, which may detract from effective learning, but, on the other hand, it can also be considered advantageous because it does cover more of the surface of history. The book begins with a

(Continued on page 47A)



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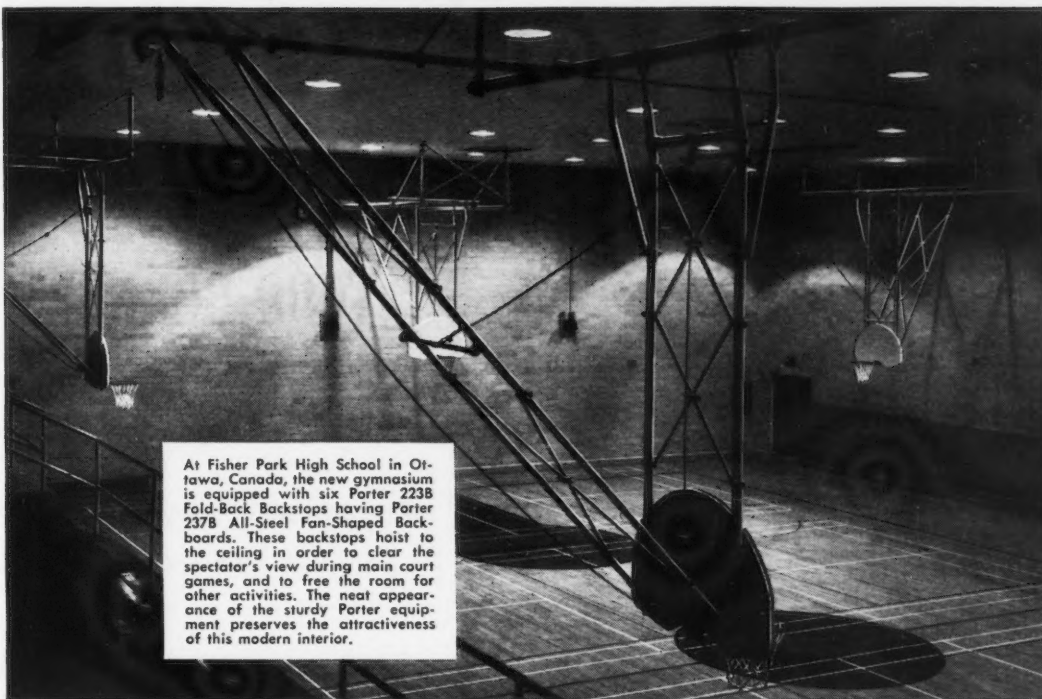
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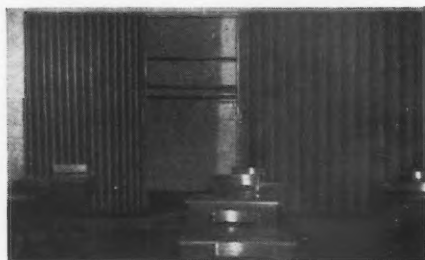
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## New Books

(Continued from page 44A)

theory explanation of the beginning of the world, follows the path of humanity and its growth, nation by nation, and concludes with the Charter of the United Nations and the Universal Declaration of Human Rights.

The chapters explaining the beginning of the world and appearance of the first man are vague. The authors mention the theory of evolution, delicately skirting around the subject, and not even suggesting that God did create the world. Also, the life of our Lord is very much underplayed in the chapter on religions.

### Courage Made a Saint, a Short Radio Skit

By the Salesians of Don Bosco, 189 Paris Street, East Boston, Mass.

This is a short radio skit on the life of Blessed Dominic Savio, 15-year-old pupil of Don Bosco whose courageous and saintly life has merited high honors from the Church. The script calls for eight male characters. Order copies from the Salesians, at their above address.

### Motion Pictures on Child Life

A list of 450 films, described but not evaluated, prepared by the Children's Bureau. For sale, 40 cents, by Superintendent of Documents, Government Printing Office, Washington 25, D. C.

### 3434 U. S. Government Films

By Seerley Reid & Virginia Wilkins. Office of Education Bulletin No. 21. 329 pp., 70 cents. For sale by the Superintendent of Documents, Government Printing Office, Washington 25, D. C.

This bulletin lists and describes 3434 films published by various departments of the U. S. Government. It gives specific instructions for borrowing, renting, and purchasing each of the films.

### The Teaching of Arithmetic

Edited by Nelson B. Henry. Cloth, 302 pp., \$3.50. University of Chicago Press, Chicago 37, Ill.

This Part II of the Fiftieth Yearbook of the National Society for the Study of Education synthesizes the present-day theory of arithmetic in the elementary and secondary school curriculum, learning and teaching processes, teacher training, social influences, and needed research.

### The Schools and National Security

Edited by Charles W. Sanford, Harold C. Hand, and Willard B. Spalding. Cloth, 292 pp., \$3. McGraw-Hill Book Co., New York 18, N. Y.

This book summarizes the findings of a group of committees working under the Illinois State School Department and entrusted with the responsibility of recommending types of help which the schools may give to national security in the present war emergency. Out of the vast mass of data and discussion school authorities may winnow ideas on attitudes they should assume and practical help they may give to their communities and the children.

### The Power of the Sacraments

By Most Rev. George Grete. Cloth, 236 pp., \$3. P. J. Kenedy & Sons, New York 8, N. Y.

The average Catholic layman, who has a good understanding of his religion, usually takes the sacraments for granted and rarely has an opportunity to deepen his understanding of their sublimity and effectiveness on all Catholic life. This book, the work of a French bishop, should do much to deepen our appreciation and to help us utilize them for greater joy in our religious practices. The introductory chapters make a powerful plea for increasing the reader's appreciation of the gifts of grace through the sacramental system. The translation is good—it would warrant the omission of the apologetic preface.

### Principles and Practices of Classified Advertising

By Morton J. A. McDonald and Bert Reh. Cloth, 470 pp., \$7.50. Murray & Gee, Culver City, Calif.

This book, published under the auspices of the Association of Newspaper Classified Advertising Managers, is a basic manual of newspaper practices in selling, publishing, and otherwise handling classified advertising which, in the language of the late Senator Arthur Capper, of Kansas, is "the lifeblood of a newspaper." For many readers and endless situations, the classified advertising section of a newspaper provides much needed information and renders essential economic as well as personal service. This book is indispensable for anyone engaged in the business side of newspaperwork and will be found a valuable reference in high school journalism departments.

## BOOKS FOR JUNIORS

### Jerry's Treasure Hunt

By Enid Johnson. Cloth, 64 pp., \$1.50. Julian Messner, Inc., New York 18, N. Y.

One of the "everyday adventure stories" series relating to social studies for children in the middle grades. *Jerry's Treasure Hunt* is an easy-reading story, brimming with enjoyable illustrations, at the same time explaining the workings of the department of sanitation in Jerry's town. The story is highly interesting, and Jerry's "treasure" should be a pleasant surprise to all. For the middle grades.

### Wild Bill Hickok

By Shannon Garst. Cloth, 191 pp., \$2.75. Julian Messner, Inc., New York 18, N. Y.

This is the story of a widely admired pioneer who was a Civil War soldier, stage driver, Indian fighter, fighting town marshal of Hayes and

(Concluded on page 48A)

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## New Books

(Concluded from page 47A)

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### Desperate Drums

By Eva K. Betz. Cloth, 213 pp., \$2. St. An-  
thony Guild Press, Paterson, N. J.

This is the story of three young soldiers of the  
Revolution; physical and moral courage alike are  
demanded of them and their response is both  
human and exemplary. The story, with its drama,  
lively characterizations and authenticity does not  
limit its audience to boys only — girls may be  
advised to keep an eye on Mercy, who has quite  
an adventure of her own. For upper grades and  
high school.

## Audio-Visual Aids

(Concluded from page 165)

### University of Michigan Marching Band

*MichU.* 13 min. Sound, color. Rent. Elem.,  
Jr. H., Sr. H., Col., Adu.

### George Washington

*EBF.* 20 min. Sound, black and white. Rent.  
Jr. H., Sr. H., Col., Adu., Guide.

### Weather

*Gateway.* 10 min. Sound, black and white.  
(Gateway primary science ser.) Rent. Pri.

### Weather Whys

*Elliott.* 45 min. Sound, color. Free-loan. Sr.  
H., Col., Adu.

### Daniel Webster

*EBF.* 20 min. Sound, black and white. Rent.  
Sr. H., Col., Adu., Guide.

### What Price Government?

*HooverComm.* 20 min. Sound, black and  
white. Purchase. Sr. H., Col., Adu.

### What to Do on a Date

*Coronet.* 10 min. Sound, black and white,  
color. Sr. H., Col., Adu.

### Whistle in the Night

*MoviesUSA,* and *PrincetonFilmCtr.* UW-  
sponsored. 15 min. Sound, black and white.  
Free-loan. Elem., Jr. H., Sr. H., Col., Adu.

### Wild Wings

*MichDptConsrv.* 22 min. Sound, color. Free-  
loan. Elem., Jr. H., Sr. H., Col., Guide.

### Wonder-Hand of God

*PictosoundProd.* 12 min. Sound, color. Rent  
apply. Jr. H., Sr. H., Col., Adu.

### Works of Calder

*MuseumofModArt.* 20 min. Sound, color.  
Rent. Sr. H., Col., Adu.

### You Be the Judge

*Case.* 20 min. Sound, color. Free-loan. Sr.  
H., Col., Adu.

### Your Flight to Israel

*AirFrance.* 30 min. Sound, color. Free-loan.  
Sr. H., Col., Adu.

### Your Way to Success in Selling

*Nash-Kelvinator.* 27 min. Sound, color.  
Free-loan. Sr. H., Col., Adu.

### Zion National Park

*Barr.* 5 min. Sound, black and white, color.  
Elem., Jr. H., Sr. H., Col., Adu., Guide.

## SCHOOL AND CHURCH PLAY

# COSTUMES



A complete line of inex-  
pensive but distinctive  
Costumes especially de-  
signed for your School  
or Church Play. Our  
Costume Specialists are  
prepared to Design and  
Create your Special  
Character needs.

REASONABLY PRICED FROM **\$2.20**

Write Today!

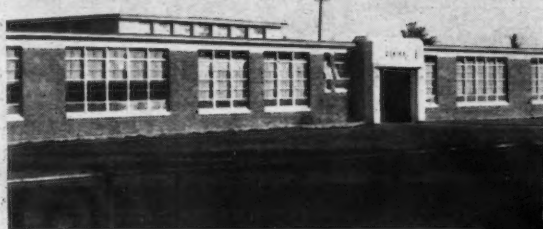
For FREE Catalog and  
Complete Information and  
Prices on Our Large  
Group of School Play  
Costumes.

**GRAUBARD'S**  
266 MULBERRY STREET  
NEWARK 2, NEW JERSEY

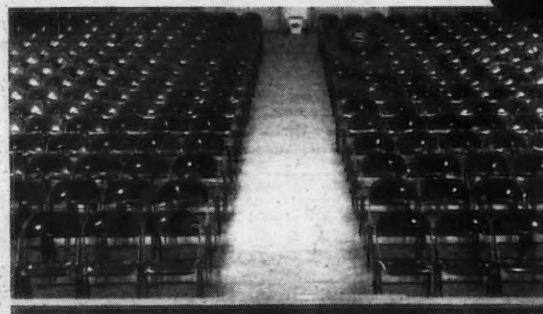
# Outstanding In Appearance, Comfort And Ruggedness

# Samson Folding Chairs

## Solve Special Seating Problems For Schools Everywhere!



Central Consolidated School, Hattiesburg, Mississippi



Comfortable Samson seating in the school auditorium



**FREE TRIAL!** Write us on your letterhead, telling us your public seating problem. We will send you, express prepaid, for examination in your own office, the amazing new Samson series 2600 folding chair—America's number one public seating buy!

### Posture-Designed For Comfort—Packed With Convenience Features—Unmatched For Durability, Safety And Economy!

**S**CHOOLS everywhere solve special seating problems—in crowded classrooms, assembly halls, lunchrooms and social rooms—with Samson Folding Chairs.

**They're low in cost.** Original investment is soon amortized.

**Comfortable!** Posture-curved for young backs. Extra-wide seats. Noiseless, non-sliding rubber feet protect floors.

**Sturdy!** Welded tubular-steel legs and frame—thickness meets U. S. Bureau of Standards specifications! Can take rough handling, in use or in stacking and storing.

**Safe!** Won't tip, tilt, or wobble. Safety-guard seat hinge protects children's fingers. Seat strong enough to stand on.

**Easy handling!** Samson Chairs open and fold as easily as a book. They're light to carry, simple to stack and store.

**Special low prices** on quantity purchases. Ask your Samson distributor for quotation, or write us direct.

THERE'S A **Samson** FOLDING CHAIR FOR  
EVERY PUBLIC SEATING NEED

### Leading Users of Public Seating Choose Samson Folding Chairs

Harvard University  
Cambridge, Massachusetts  
Indiana State Teachers College  
Terre Haute, Indiana  
Carl Schurz High School  
Chicago, Illinois  
Pan American World Airways  
System  
Claremont Hotel  
Berkeley, California  
Columbia Broadcasting  
System, Studio 21  
New York City  
Veterans Memorial Building  
Detroit, Michigan  
Wanamaker's  
Philadelphia, Pennsylvania  
Dinner Key Auditorium  
Miami, Florida

**Shwayder Bros., Inc., Public Seating Div., Dept. P-4, Detroit 29, Michigan**

ALSO MAKERS OF FAMOUS SAMSON FOLDAWAY FURNITURE FOR THE HOME AND SMART SAMSONITE LUGGAGE FOR TRAVEL

## NEW SUPPLIES AND EQUIPMENT

### NEW LIGHT ANIMATOGRAPH

The Victor Animatograph Corporation has just introduced a new "Lite-Weight" model picture projector (the 60-4), 16mm. This new model, which performs efficiently for audiences of conference size to several hundred, has all the outstanding Victor features including safety film trips, dual-flexo pawls, 180-degree swing-out lens mount, large single-drive sprocket, etc.

For complete information write to: *Victor Animatograph Corporation, Davenport, Iowa.*

### FOLDER ON "BEGINNING SPORTS FILMSTRIP SERIES"

Every school, church, and public or private organization with a sports recreation program will be interested to learn about the silent and sound film-strip sets "The Beginning Sports Series" which are illustrated and described in the new Society for Visual Education, Inc., folder.

This outstanding series was produced by the Athletic Institute in collaboration with sports authorities who are recognized for their ability

to teach the sports which they have made their life's work, and was actually supervised by the respective authorities.

The new folder is available free of charge from any SVE dealer or by writing direct to: *The Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago 14, Ill.*

### CORONET FILMS CATALOG

The latest, 1952-53, Coronet Films catalog describing 423 16mm. sound instructional motion pictures is available. The 64-page catalog classifies the films as: primary, intermediate, junior and senior high school, teacher education, college, adult, films distributed by Coronet, and special occasion films. For your copy write to *Coronet Films, Coronet Bldg., Chicago 1, Ill.*

### "TROUPER" SLIDE PROJECTOR ATTACHMENT

A new slide projector attachment, for use with the widely sold Trouper high-intensity arc spotlight, has just been developed by the Strong



*A new slide projector attachment for use with the Trouper Arc Spotlight.*

Electric Corporation, Toledo. It is especially designed for use in projecting song slides and advertising slides in theaters, drive-ins, hotels, resorts, and for visual education and training subjects in schools and colleges.

The intense light of the Trouper projects a clean, sharp, clearly defined picture, even on largest screens, with motion picture brilliancy, attained on screens up to 22 feet wide. The Trouper plugs into any 110-volt outlet, no heavy rotating equipment being necessary. An adjustable, self-regulating transformer is an integral part of the base. A trim of carbons burns 80 minutes. The arc is automatically controlled.

For further information, write: *The Strong Electric Corp., 49 City Park Ave., Toledo 2, Ohio.*

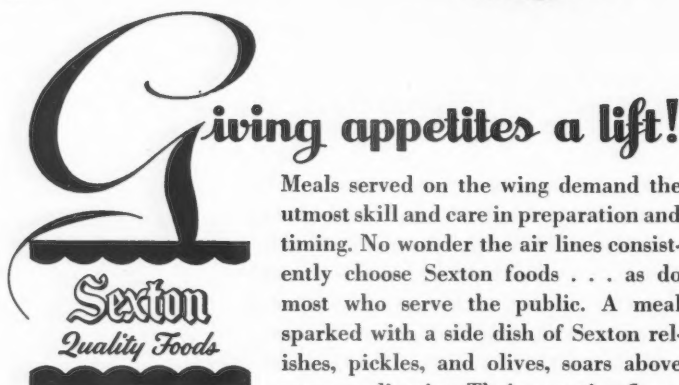
### UNIFORMS DRY HYGIENICALLY ON NEW HANGER

The problem of storing athletic uniforms without also harboring objectionable gymnasium odors has been solved by the All-American Uniform Hanger, which has found enthusiastic acceptance although introduced just recently. The hanger holds all the player's football, basketball, or baseball gear in such a fashion that drying is quick and hygienic. Surprisingly compact and intelligently designed, it is ruggedly constructed of an extra-heavy steel rod nearly  $\frac{1}{4}$  in. in diameter, electrically welded into a tremendously strong, integral unit; it is said to render a lifetime of service under severest use. Besides offering maximum air exposure to the uniform, the hanger is so engineered as to take up minimum space, an important consideration when storage room is limited.

For further information, write: *American Playground Device Company Anderson, Ind.*

(Continued on page 52A)

*TWA—Trans World Airlines*



**iving appetites a lift!**

Meals served on the wing demand the utmost skill and care in preparation and timing. No wonder the air lines consistently choose Sexton foods . . . as do most who serve the public. A meal sparked with a side dish of Sexton relishes, pickles, and olives, soars above mere mediocrity. Their superior flavor

and piquancy reveal the painstaking care with which they are selected and sweetened in our Sunshine Kitchens, using only the finest of ingredients. In the air or on the ground you can serve no better.

JOHN SEXTON & CO., CHICAGO, 1952





where FLOORS must wear  
*"Extra" long*

**FLOOR HILLYARD TREATMENTS**

**TRADEMARKED PROTECTION FOR ALL TYPES OF FLOORS!**

**Results in Brownwood City prove that Hillyard Floor Care meets every School need.**

- This Texas school chose Hillyard Care for greatest protection to its new gym and auditorium. Found Hillyard treatment produced such splendid results . . . found the Hillyard Floor expert so helpful in suggesting labor-saving procedures, that Hillyard products are now in recommended and exclusive use throughout the entire school system.



**HILLYARD OFFERS**

you the free services of a Hillyard Maintaineer (trained floor expert) for guidance on particular floor problems.

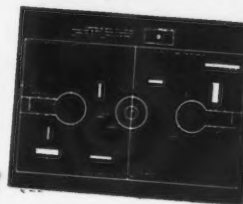
Hillyard slip-resistant finishes approved by U/L.



- Hillyard's specialized products for treating and maintaining floors hold a successful 45-year record of service — in schools, hospitals, industrial and commercial buildings across the nation. Backed by the famous blue and white checker-board design (registered with the U. S. government) there can be no substitute for quality Hillyard products. You can depend on them to keep your school floors "healthy-clean" and safe, for a lifetime of long wear.

**FREE Schedule and Sports Inventory Booklet**

Provides convenient check lists for necessary sports equipment . . . daily calendar . . . adequate memo pages. Hillyard will send it free on request.



**New Gym Marking Chart**

Diagrams regulation court markings for basketball, all gym games and activities. Indispensable in treating new gyms — or refinishing play-scarred surfaces. It's free on request.

**St. Joseph, Mo.**  
Branches in  
Principal Cities

Write for the name of the Hillyard Maintaineer near you — He's on your staff, not your payroll.



## FOR MORE FUN UNDER THE SUN...

Make the most of your good sketching weather with these proven Prang materials. Their exclusive features save you time and bother . . . enables you to capture more moods and impressions!



Sketcho — for brilliant, splashy oil effects!



Pastello — for serious, fine pastel rendering!



Payons — sketches change instantly into sparkling water colors!



Excello Squares — for chalk painting, rapid TV presentations!

The American Crayon Company  
Sandusky, Ohio New York

## New Supplies

(Continued from page 50A)

### NEW TUBULAR FURNITURE CATALOG

The original tubular steel school furniture in its most recent designs is described in a new catalog which may be had upon request by writing to: Heywood-Wakefield Co., Gardner, Mass.

### PROCESS RETAINS SCREEN WHITENESS AND REFLECTIVITY

A new process that retains the whiteness and brilliant reflective qualities of glass-beaded projection screen fabrics for many years has just been announced by Radiant Manufacturing Corporation. The fabric is put through a special coating treatment which gives it a permanent whiteness that is guaranteed for ten years. According to the manufacturer, "Perma-White" is washable, flame- and mildew-proof, making it adaptable to any climate.

For further information, write: Radiant Manufacturing Corp., 2627 W. Roosevelt Road, Chicago 8, Ill.

### MINIATURE CURTAIN CONTROLLER

A new curtain machine for light and medium weight draperies, called "Tom Thumb" controls, is now on the market according to the Automatic Devices Company, world's largest manufacturers of curtain tracks and curtain controls. The new controller is a compact, miniature automatic operator which is recommended for track spans up to about 16 feet in length and for curtains weighing up to 48 pounds.

With the advent of large picture windows in ranch-type homes and with a growing emphasis toward the interior beautification of business, commercial, educational, and religious establishments, a definite need was realized for a small machine of this type. Tom Thumb controls are equipped with a gear-motor unit entirely enclosed in a stylish sheet-metal casing. Included in the unit are two control switches and a mounting bracket for installing the machine on the floor, wall, window sill, or on the track itself.

For further information, write: Automatic Devices Company, 116 N. 8th St., Allentown, Pa.

### RENOVATE OLD DESK TOPS

A way to resurface old school desk tops with a beautiful plastic top practically indestructible and of hardy endurance has been discovered. More than 400 schools systems throughout the country have replaced uneven, marred, wooden surfaces with the smooth, clean, plastic tops, in which the plastic is practically invisible and only a simulated wood grain is seen at surface. Solving the age-old problem of upkeep, plastic desk tops are immune to acids, inks, and paints; are stain-proof, glareproof, and germproof. The blonde wood-grain plastic laminate used to resurface the desks practically eliminates maintenance costs. Because they can be wiped clean easily with a damp cloth, these plastic surfaces are ideal for kindergartens and art rooms where clay, crayons, and water paints are used.

For further information, write: The American Cyanamid Company, 30 Rockefeller Plaza, New York 20, N. Y.

### SCHOOL SEATING CATALOGS

A complete catalog of school seating products — catalog 51-B — is available from the Griggs Equipment Company.

Other catalogs offered include one of Representative Users of Auditorium Seating, and another of Manufacturing Facilities for the company.

Copies are available from: The Griggs Equipment Company, Belton, Tex.

(Continued on page 54A).

**Neumade**  
**PROTECTS YOUR FILM STRIPS**

**ALL STEEL FILMSTRIP CABINET**

MF-6

This roomy, yet compact 6 drawer cabinet holds up to 336 filmstrip cans, each in its own compartment . . . each individually indexed. Drawers are equipped with adjustable dividers for desired division widths.

Write for free catalog.

Est. 1916

**Neumade**  
PRODUCTS CORP.

328 W. 42nd St., New York 18, N. Y.

# THE TROUPER

**A PORTABLE HIGH INTENSITY ARC SPOTLAMP AVAILABLE WITH SLIDE PROJECTOR ATTACHMENT**

Ideal for projecting song slides and for visual education and training subjects.

Projects a clean, sharp, clearly defined picture, even on largest screens, with motion picture brilliancy attained on screens up to 22 feet wide.

Projects an intense, quiet, flickerless spot with a sharp edge from head spot to flood. Fast operating 6-slide color boomerang.

Plugs into any 110-volt outlet. No heavy rotating equipment necessary. Adjustable, self-regulating transformer is an integral part of the base. Automatic arc control. Trim of carbons burns 80 minutes.

Write for free literature and prices.

**THE STRONG ELECTRIC CORP.**  
49 City Park Avenue Toledo 2, Ohio

# Save the price of NEW DESKS

AND MAKE CLASSROOMS MORE MODERN THAN EVER

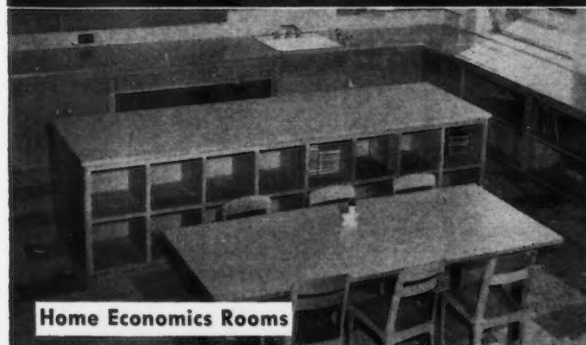
## ONLY G-E TEXTOLITE\*

OFFERS A PATTERN DESIGNED  
EXCLUSIVELY FOR SCHOOL USE

- Ideal reflective qualities
- Improves illumination
- Reduces eyestrain

Developed in cooperation with the famous  
Nela Park Lighting Laboratories

For Every School Room Use —



## WITH G-E Textolite\* Tops

**Y**OU don't need to throw away costly desks in good condition except for mutilated tops.

Resurface them with tough G-E Textolite plastics surfacing. You'll be proud of bright new classrooms more colorful and more modern than ever.

G-E Textolite desk tops need practically no maintenance — no polishing or periodic sanding and finishing — immune to inks, paints, crayons, common acids — resistant to flame — cleaned to original brightness easily with a damp cloth.

Write your nearest Roddiscraft warehouse for installation information.

\*Reg. U.S. Pat. Off.

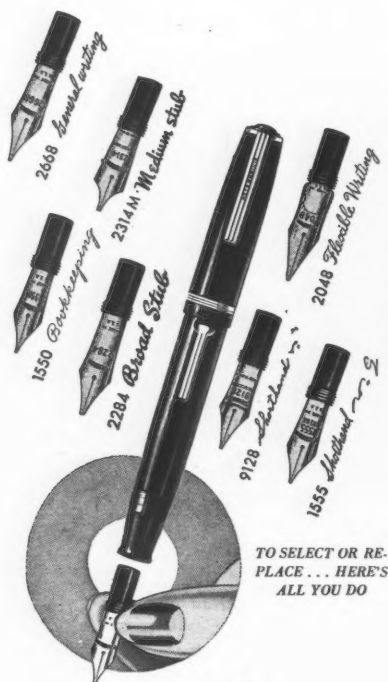


Cambridge 39, Mass. • Charlotte 6, N. C. • Chicago 32, Ill. • Cincinnati 2, Ohio • Detroit 14, Mich. • Kansas City 3, Kan. • Los Angeles 58, Calif. • Louisville 10, Ky. • Marshfield, Wis. • Milwaukee 8, Wis. • New York 55, N. Y. • Port Newark 5, N. J. • Philadelphia 34, Pa. • St. Louis 16, Mo. • San Francisco 24, Cal. • New Hyde Park, L. I., N. Y.



## THE RIGHT POINT FOR THE WAY THEY WRITE MAKES STUDENTS' HANDWRITING EASIER FOR YOU TO READ

And students can get "The Right Point" in Esterbrook Pens. World's largest selection of point styles lets them match their writing exactly. All points instantly replaceable in case of damage. At any pen counter.



TO SELECT OR RE-  
PLACE... HERE'S  
ALL YOU DO

**Esterbrook®**  
FOUNTAIN PEN

## New Supplies

(Continued from page 52A)

### NEW FLOOR MARKING "SCOTCH" TAPE

A new floor marking material, made available this month, outlasts other markings five-to-one, is faster to apply, and permits immediate use of indoor recreational area floors. The material, previously used exclusively on industrial floors, is "Scotch" brand plastic film tape No. 471, made by Minnesota Mining and Manufacturing Co., St. Paul.

According to the manufacturer, this new material can be used to mark boundary and rule-of-play lines on basketball courts, volleyball courts, tennis courts, and other recreational areas. In addition, the tape can be used to mark off permanent or temporary racing lanes on the bottom of both indoor and outdoor swimming pools.

For further information write: *The Minnesota Mining and Manufacturing Co., 900 Fauquier Street, St. Paul 6, Minn.*

### "DRAMATONE" COLLECTION OF PAINT COLORS

The newly developed Dramatone System of colors for rubber emulsion paint for interiors suggests 180 illustrated colors. This System now enables the user to obtain the advantages of latex emulsion paint—extreme ease of application, fast drying, complete washability—in a range of colors covering the entire spectrum. The Dramatone System not only allows selection from a vast collection of color but makes color selection, purchase, and mixing of rubber emulsion paint for building interiors an easy, time-saving job without leftovers or guesswork. With these features, the System is a decided improvement over expensive, wasteful "custom mixing."

For further information write: *The Glidden Company, 1396 Union Commerce Building, Cleveland 14, Ohio.*

### NEW SINGER TECHNIQUE



The Signature Stitch is used here to transform a plain handkerchief into an exclusive costume accessory. One of several Fashion Stitches now being introduced by the Singer Sewing Machine Company, the Signature Stitch is worked on the right side of the material. This brand-new stitching technique can be achieved on a modern Singer Sewing Machine without special attachments. Instructions are available without charge at Singer Sewing Centers across the country. Singer Sewing Centers carry a complete variety of threads for Fashion Stitching.

### FOLDING TABLES CATALOG

A new catalog featuring the Monroe De Luxe Folding Pedestal Banquet Table—the most popular table in the entire Monroe line—is now available. Such special and exclusive features as the rigid chassis, nontip design, storage ease, no knee interference, the exclusive Locking Design, and

(Concluded on page 60A)

**nine art jobs**  
WITH ONE BASIC PIGMENT

IT'S  
**Alphacolor**



- Water color
- Textile paint
- Finger paint
- Block printing
- Silk screen
- Figurines
- Enamel paint
- Oil color
- Colored ink

WRITE FOR:

"How to  
use  
Alphacolor"  
FOLDER

**WEBER  
COSTELLO CO.**

128 McKinley  
Chicago Heights,  
Illinois

## L. G. BALFOUR COMPANY

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Massachusetts

You are cordially invited  
to visit our display at the  
**National Catholic Educational  
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April 15-18

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Direct Representatives in all States

**5¢**  
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**HAT in 2 COL**  
 2870—Smart and Snappy  
 Boys and Girls alike. Choose  
 own 2 school col-  
 ors! Well made for  
 long wear of quality  
 felt. Looks swell  
 with either felt let-  
 ters or with felt em-  
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each  
ER 5 DOZEN  
m 11.50 Dz  
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**1.65**  
MINIMUM ORDER  
No Embellishments  
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## INITIALS

**Already-Tied  
Regular 4-in-H**

*with*  
**EMBLEM**  
of 2 Styles:  
er Boys, and F

## SCHOOLS

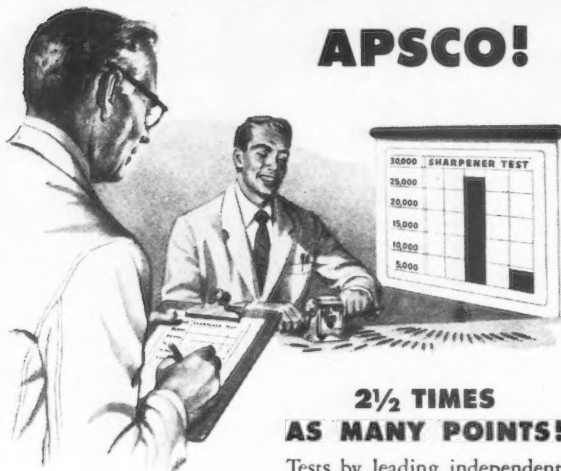


Independent laboratory tests prove—

## YOUR PENCIL SHARPENER DOLLARS

BUY MORE WHEN YOU SPECIFY

# APSCO!



### 2½ TIMES AS MANY POINTS!

Tests by leading independent laboratories\* prove that model for model, Apsco sharpens

more than 2½ times as many points as other brands. You save up to 70% of your cutter replacement costs. And Apsco gives you more points per pencil.

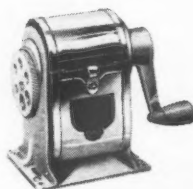
APSCO 28,000th POINT



BRAND "A"  
9,000th POINT

### NEW DEXTER NO. 3!

The perfect sharpener for school use. Smart new styling. All-steel construction for years of trouble-free service. Steel frame supports cutter head at both ends. Extra-long steel cutters. Point adjuster. Pencil stop. Centering turret for all sizes of wood case pencils.



### FREE! "PROPER CARE OF PENCIL SHARPENERS"!

How to install sharpeners, adjust pencil stop, replace cutters! These and many other questions are answered in new Apsco service bulletins now available to schools free of charge. See your Apsco dealer or mail coupon for service bulletins.



Automatic Pencil Sharpener Co., Dept. H  
336 N. Foothill Road, Beverly Hills, Calif.

Please send me new literature on proper installation and care of Apsco pencil sharpeners:

Our school has \_\_\_\_\_ (name of models) Apsco sharpeners.

Name \_\_\_\_\_ Title \_\_\_\_\_

School \_\_\_\_\_

Address \_\_\_\_\_ Zone \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_

**IT COSTS LESS TO BUY THE BEST!**

\*United States Testing Co., Test Nos. 89388 and E-756  
\*\*Pittsburgh Testing Laboratory, File No. 32999.1

## Monroe FOLDING TABLES

## And Folding Chairs

Ask for Catalog

**The Original  
"No Knee  
Interference"  
Folding  
Banquet Table**

**DIRECT PRICES TO  
CHURCHES, SOCIETIES,  
SCHOOLS & COLLEGES,  
CLUBS, LODGES, etc.**

Monroe Tables Designed and Manufactured Exclusively By

**THE Monroe COMPANY**  
 96 CHURCH STREET COLFAX, IOWA

Specially designed  
for schoolroom use!

## SCHOOL ART

REG. U.S. PAT. OFF.  
PRODUCTS

Malfa Oil Colors  
in 4" x 1" tubes.

Malfa Water Colors  
in 3" x ½" tubes.

● Give your students the advantages of Weber "School Art" Products—made in the same Weber Laboratories that produce the finest art materials for professional use.

Weber "School Art" Products are specially designed to meet the most rigid specifications of school boards. Buy them with confidence.

Catalog 700, showing the complete line of Weber Products, will be sent to teachers and schools on request.

**F. WEBER CO.**

Manufacturing Artists'  
Colormen Since 1853  
PHILADELPHIA 23, PA.  
St. Louis 1, Mo.  
Baltimore 1, Md.



**MOORE GYM SUITS**

Delight your girls with these flattering, modest suits, popularly priced. Your choice of many styles, colorful Sanforized fabrics. Write for free booklet "Having Wonderful Time."

**CHORAL GOWNS**

Enhance your choir with beautiful Moore Gowns to make performances more dramatic! Many attractive styles, colors, fabrics shown in our new catalog, "Choral Gowns." Write for your copy today.

**CONFIRMATION ROBES**

And Accessories. Specially designed rental outfits for boys and girls. Investigate this popular answer to Confirmation clothing problem. Request our folder.

**CAPS AND GOWNS**

Traditional graduation apparel, beloved by students. For over 40 years distinctive Caps and Gowns on sale or rental basis. Write for illustrated booklet, "Caps and Gowns."

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**FIRST in Catholic Visual and  
Audio-Visual Teaching Aids**



Original Producers of

**THE REVISED BALTIMORE CATECHISM  
In Audio-Visual Form**

The Way, The Truth and The Life

**OTHER UNITS**

- Come Follow Me
- The Story of Fatima
- Mother Seton
- St. Charles Borromeo
- The Fifteen Mysteries of the Rosary
- Our Lady of Perpetual Help

(35mm. Full-Color Filmstrips with synchronized recorded dramatizations of projected story.)

Get these and many other units at savings up to 20% through the CVE Subscription Plan.

See Local Distributor or Write for Information to:

**Catholic Visual Education, Inc.**

147 Bleeker Street

New York 12, N. Y.

# NORCOR

FOR CORRECT  
SCHOOL POSTURE\*

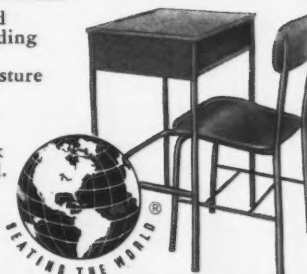


\* In their formative years, physically as well as mentally, our youth is confined to the classroom for a large part of the day. Here is an opportunity, of which the teaching profession is fully aware, to encourage the proper physical habits as well as mental.

Norcor Tubular Desks and Chairs are designed according to scientific findings to promote proper school posture as well as comfort.

Physically erect, mentally alert and responsive, the pupil using a Norcor Desk and Chair is a better pupil.

Ask your Norcor distributor, or write for full information.



**THE NORCOR MANUFACTURING COMPANY**

Dept. C

GREEN BAY, WISCONSIN

FACTORIES: GREEN BAY, WIS., PORTSMOUTH, N. H., GILLET, WIS.

**TUBULAR DESKS AND CHAIRS**

**Ionica "SAFE-TEE" FOLDING CHAIRS**




**CAN'T TIP, COLLAPSE, UPSET or SLIDE**  
**Rounded Seat Corners! Metal Rubber-Covered Leg Caps!**

Here's a safety all steel, indestructible folding chair that adds lounge chair comfort to sturdy dependability. Welded tubular frame . . . special safety construction . . . baked enamel finish . . . choice of colors. Cushion rubber feet . . . noiseless action. A nationally recognized value!

**IONIA MFG. CO. • IONIA, MICH.**

**GET THOSE WEED ROOTS!**

GO TO THE ROOT OF YOUR WEED PROBLEM WITH THESE DOLGE PRODUCTS



**DOLGE SS WEED-KILLER**

Where no vegetation whatever is desired such as your parking places, walks and tennis courts. Penetrates deep down to plant roots and kills. Sterilizes the soil, preventing normal sprouting of wind-blown seeds. Weeding the thorough modern chemical way eliminates backbreaking toil and saves the cost of many labor-hours.

### E.W.T. SELECTIVE WEED-KILLER (2-4-D)

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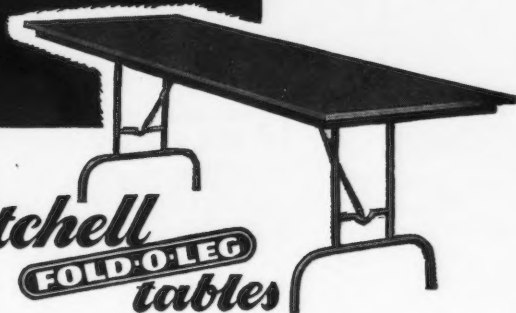


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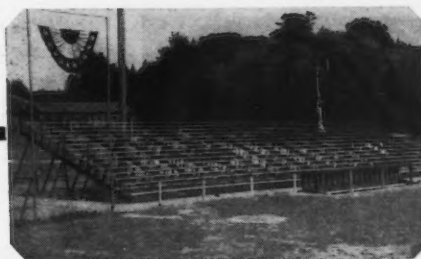
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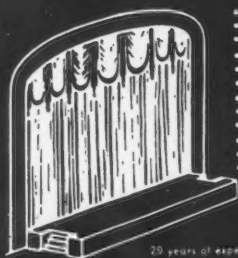
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## New Supplies

(Concluded from page 54A)

pedestal installation among others are fully described and well illustrated. The catalog also features other Monroe folding tables and benches, as well as folding chairs and equipment. A copy of the new, 1952 Monroe catalog may be procured by writing: *The Monroe Company, 6 Church St., Colfax, Iowa.*

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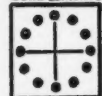


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May, 1952

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